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ABSTRACT

This document contains the Alabama state plan for the administration and implementation of career education in kindergarten through postsecondary grades for 1978-83. Following 35 pages of introductory materials (including a state plan profile), the 16-section state plan is presented. Section 1 contains the state's career education conceptual base and definition, and evidence of commitment. The focuses of section 2 are prior efforts and accomplishments, the advisory council, surveys and assessments of need, and priorities of needs. Goals and objectives are outlined in section 3. Section 4 is concerned with the tasks essential for initial implementation of a comprehensive career education effort. Sections 5 and 6 discuss strategies for special students and the elimination of sex stereotyping. Sections 7-14 deal with career guidance; involvement of business, labor, industry, and professional community; personnel; evaluation; dissemination; postsecondary career education; experience based career education; and administration and management. Section 15 summarizes the responsibilities of every group concerned with the career development of students. Expected outcomes of implementing career education in Alabama are listed in section 16. (YLB)

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ALABAMA
CAREER EDUCATION
STATE PLAN
1978 - 1983

Wayne Teague
State Superintendent of Education
Alabama State Department of Education
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July, 1980

Bulletin 1980, No. 34

CE 033257

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State Superintendent of Education

A State Plan for the Administration and Implementation of Career Education Kindergarten through Postsecondary 1978 - 1983

Submitted by the State of Alabama
Department of Education
Approved by: Alabama State Board of Education

on June 14, 1980
(Date)

Effective Date of State Plan: June 14, 1979
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ACKNOWLEDGMENTS

Grateful appreciation is extended to the many educators and community persons, who have spent many untiring hours to develop this Alabama State Plan for Career Education. Special appreciation is extended to all members of the Alabama State Career Education Advisory Council, the persons from Alabama who participated in the National Career Education Conference in Houston, Texas, and all those who took part in the various Alabama Conferences on Career Education. This Plan represents the valuable contributions of Alabamians from all levels of education, business, industry, labor, government, and local communities who are concerned about the education of the youth and adults within the State.

Anita G. Barber
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Certificate of State Board

State of Alabama

I hereby certify that the attached State Plan for the fiscal years 1979 - 1983 was adopted on June 14, 1979 (Date) by the Alabama State Board of Education. The State Plan as submitted constitutes the basis for the implementation and administration of the State's Career Education activities and was developed pursuant to the Educational Amendments of 1974, Public Law 93-380, Section 406, Part C160d, Grant #554AH70214. All information and representations contained in this Plan as of this date are accurate to the best of my belief and knowledge.

Alabama State Board of Education

Wayne Teague

Wayne Teague
State Superintendent of Education
and Executive Secretary
Alabama State Board of Education

Alabama
Career Education
State Plan

Certificate of the Governor and the State Board of Education

State of Alabama

It is hereby certified that the attached State Plan for Career Education for the fiscal years 1979 - 1983 is adopted on this the 14th (Day) of June (Month), 1979 (Year). This Plan constitutes the basis for the administration and implementation of the State's Career Education philosophy, concepts, and activities. This Plan was developed pursuant to Educational Amendments of 1974, Public Law 93-380, Section 406, Part C160d, Grant #554AH70214. All information and representations contained in this Plan as of this date are accurate to the best of our knowledge and belief.

Alabama State Board of Education

Wayne Teague
State Superintendent of Education
and Executive Secretary
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Bob James
Governor, State of Alabama

Alabama
Career Education
State Plan

Certificate of State Career Education Advisory Council

I hereby certify that the attached State Plan for the fiscal years 1978 - 1983, as developed by the Career Education Unit of the State Department of Education, Anita G. Barber, Chief Specialist, was prepared in full consultation with the Alabama State Career Education Advisory Council.

The Council has been actively involved during the entire development of this Plan and recommends that further refinement of the Plan be extended throughout the 1978 - 1983 fiscal years.

I further certify that all planning activities and all information and representations contained in this Plan are accurate and to the best belief and knowledge of the Council and that this Plan was developed pursuant to the Educational Amendments of 1974, Public Law 93-380, Section 406, Part C160d, Grant #554AH70214.

Alabama State Advisory Council

Edwin L. Kurth

Edwin L. Kurth, President
Alabama State Advisory Council

Certificate of Attorney General

State of Alabama

I hereby certify that:

1. The Alabama State Board of Education is the State educational agency with the authority under the State Law to submit a State Plan for Career Education;
2. That said Board has the authority to administer or supervise the administration of the Alabama State Plan;
3. That the provisions of this State Plan will be carried out by the State providing adequate funding is available; and
4. That the State Superintendent of Education has been duly authorized by the Alabama State Board of Education to submit the foregoing State Plan and is responsible for all matters pertaining thereto.

Charlie A. Graddick
Attorney General

Preface

The realization that education which is career oriented can make a substantial and exciting difference in the lives of learners exploring their own potential, youths seeking an adult role, and adults searching for a more satisfying life is a reason for the development of this State Plan for Career Education.

The Alabama State Department of Education seeks cooperative and coordinated efforts with all citizens and institutions of learning of the State to assure each person of the right and opportunity to pursue learning in search of, and as a part of, productive and satisfying living. There is full agreement with the United States Office of Education, The United States Congress, and Dr. Kenneth Hoyt, United States Director of Career Education, in the definition of Career Education as "the totality of experiences, which are designed to be free of bias and stereotyping (including bias or stereotyping on account of race, sex, age, economic status, or handicap), through which one learns about, and prepares to engage in, work as a part of his or her way of living, and through which he or she relates work values to other life roles and choices (such as family life)." The term "work" includes productive activity which is salaried and non-salaried and is aimed at producing benefits for oneself and/or for oneself and others. It also includes, in the classroom, work of the student and work of the teacher.

Education which is career oriented allows one to exit and reenter the educational system of work as often as he or she chooses and to be instructed in both as often as needed.

Special projects in career education have been funded in various locations in Alabama over the past seven years, but there has been little effort to develop a comprehensive statewide plan. This Plan is one which not only analyzes the assessment of accomplishments in terms of needs, but clarifies the direction of future developments for career education within the total educational system of the State.

Accompanying this Plan are separate documents which will be of assistance in the implementation of the Plan; Implementation Mode for Classroom Teachers; Implementation Mode for the Non-educational Communities; Implementation Mode for Counselors; Implementation Mode for Administrators; Implementation Mode for Postsecondary Institutions; a Career Education Resource Directory; and Alabama's Career Education Addendum to the Courses of Study. Although each document alone provides valuable career education information, their combined use will insure awareness, direction, and continuity to Alabama's growing career education efforts. The Resource Directory provides valuable in-depth listings of resources, human, fiscal, physical, and material, for local use in comprehensive planning and in a wide variety of applications.

STATE PLAN PROFILE
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FOR 1976-77 AND 1977-78

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Amount of Awards: 1976-77 - $46,000.00

1977-78 - $59,886.00

II. Purpose of State Plan

To provide a more structured approach to the coordination of efforts, the clarity of roles, and the establishment of goals, objectives, and activities for individuals, educational institutions and/or organizations, and agencies involved in Career Education. It will tie current and planned resources to documented needs and will detail on-going procedures for attainment of objectives, and provide a viable means for making comprehensive implementation a realistic expectation and not simply a hope for the future of education. The plan will also provide viable procedures for measuring the impact career education activities have had and will have on students, school staffs, business, industry, labor, and other aspects of each local school and its community.

III. Role of Advisory Group

The Advisory Council representing business, industry, labor, parents, counselors, teachers, the state educational agency, institutions of higher education, vocational education personnel, and students was organized in August, 1976, to:

(1) Assist the State Department of Education Career Education Staff in the development of the state plan by providing input into policy formulation and short and long range goals and objectives.

(a) Ways and means of implementing career education
(b) Need for training and retraining of personnel to enable them to implement career education activities at all levels

(2) Identification of strategies, activities, and resources for affecting curriculum change and career counseling and guidance in favor of career education.

(3) Provide procedural guidelines for conducting a statewide needs assessment and evaluation of career education on the local and state levels.

(4) Provide a clear linkage at the state level between education and work.

(5) Assist in determining goals and objectives which best meet the career needs of special groups such as handicapped, minority, women, etc.

IV. Needs Assessment

A statewide needs assessment for administration to a random sampling of 10% of Alabama's 783,218 students located in K-12 grade level schools was conducted during the 1976-77 term of this grant. The 1977-78 grant provides for a postsecondary assessment of 10% of the students, in Alabama's technical colleges, junior colleges, and four year institutions. All the needs assessment instruments for K-12 grades and postsecondary institutions were developed by the state staff and advisory council. They were designed to measure the extent to which there is congruency between the assumptions concerning what should exist and the reality of what actually does exist in career education throughout the state. Six needs assessment instruments were developed for K-12 students, parents, administrators, and teachers. These contained items in the affective and cognitive domain correlated to the goals of career education as identified by USOE and the student learner outcomes which have been adopted by the State Board of Education. All instruments at the specified levels were administered to individuals in the selected schools and communities regardless of cultural, economic, and social backgrounds, handicapped or those with special needs, and with no differentiation as to sex stereotyping.

The needs assessment instruments were validated by field testing in eight school systems, at all grade levels, and in six postsecondary institutions. Controlled and experimental groups were involved at each level. The controlled group was selected because of their demonstratable on-going career education programs. The experimental group was selected because they had not added career education to their program. The demographic data was similar in every respect.

An assessment of the non-educational community will be conducted in conjunction with the Alabama Occupational Information System, Alabama

Industrial Relations Department, and the Advisory Council. These surveys will be administered during the 1977-78 grant period to a random sampling of small, medium, and large size businesses and industries within the state.

The instruments under development eliminate all sex role stereotyping in the world of work.

The data from all assessments when analyzed will provide useful information for:

(1) Development of state level goals for Career Education

(2) The identification of strengths in current career education programs

(3) Identifying educational problems and needs in career education

(4) Determining the range in quality of career education programs in the state

(5) Data to justify applying resources to some needs and not to others

(6) Increasing the validity, reliability, and accountability in the decision making and program planning process

(7) Prioritizing areas of need to emphasize within the state plan for career education programs

V. Resource Identification

Procedures used to survey and evaluate existing facilities and potential resources for use in development and implementation of career education within the state include:

(1) Reviewing the operation of the Career Education Instructional Media Center housed in the State Department, updating the holdings, surveying its usefulness, and publicizing the results

(2) Surveying LEA's concerning their career education resources both published and teacher made, providing them with suggested guidelines for validation, and categorizing of all materials which could be shared

(3) Surveying the postsecondary institutions throughout the state, both junior college and university level, to identify potential human resources available for assistance to local practitioners and publicized lists

(4) Surveying local, regional, and other state coordinators and reviewing their plans of action for implementing career education

(5) Researching materials which are available through national sources (AIM, ARM, RIE, ERIC, CCSSO, NCCE, NIE, and others) and publicize findings to LEA's

(6) Surveying non-educational professional agencies and organizations for availability of shared services and resources, (Chamber of Commerce, NAB, CETA, and others)

(7) Using the Alabama Occupational Information System's computer service for identification of existing national and state materials, fiscal resources, and job opportunities

(8) Administering a needs assessment to the business, labor, industry, professional, government, and other community agencies to identify potential resources

The document produced as a result of the aforementioned surveys and identifications will be revised and updated annually.

VI. Short-Term and Long-Range Objectives

Based on identified needs, a plan for pre-service and in-service development for teachers, counselors, administrators, and State Department personnel; direction for coordination of non-educational personnel and educational personnel; updating or deletion of State Career Education Instructional Media Center, strategies for distribution of future funding to LEA's; identification and utilization of community resources; and support of local school boards and communities will constitute the one-year plan.

Inputs for the five-year plan will be determined by evaluation of progress in implementation of projected one-year objectives. The goals for the one and five-year plans are:

(1) To insure that every elementary, secondary, and postsecondary student be informed of current career education opportunities

(2) To insure adequate instructional materials and current professional literature for career education

(3) Personnel responsible for administrative and supportive services in business, industry, labor, community, and governmental agencies should provide leadership and develop expertise for collaborative efforts of implementing career education at all levels

(4) Special groups, including the handicapped and educationally disadvantaged and gifted and talented students, will engage in career education activities to the exclusion of stereotyping by race, sex, or ethnic background

Responsibility for leadership, administration, and development of the State Plan for Career Education rests within the Division of Instruction of the Alabama State Department of Education and the management of all activities, strategies, and procedures for the Plan remains with the career education staff

VII. Other Resources

All major units of the State Department of Education will be involved with the advisory council and in the needs assessment: The Division of Instruction, Division of Vocational Education, Division of Rehabilitation and Crippled Children, Division of Departmental Services, Division of Administration and Finance, Division of Postsecondary and Continuing Education, and the Division of Disability Determination. Each division provides representatives to the career education staff upon request for input into policies, procedures, and activities.

VIII. Dissemination

Copies of the complete state plan for career education will be duplicated and distributed to local school systems, institutions of higher education, divisions of the State Department of Education, interested community and state agencies and organizations, the advisory council, and the legislature. Information pertaining to the development of the Plan will be distributed during the planning period and public hearings will be held in eight geographical regions within the state.

Alabama
Career Education
State Plan

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ALABAMA'S STATE PLAN FOR CAREER EDUCATION

SECTION I - INTRODUCTION

1.0 STATE'S CONCEPTUAL BASE AND DEFINITION

The need for Career Education was recognized by the Alabama Department of Education in January of 1972 by the acceptance of the following Departmental objective: "To insure that students in programs for which the State Department of Education is responsible, are prepared to become constructive citizens, as demonstrated by possession of employable skills, or being prepared for further education." The strategy adopted by the Department for the realization of this objective was stated as the "implementation of Career Education concepts as an integral part of the total education programs." Progress toward this end has been impressive. Some accomplishments and proposed future directions follow throughout the narrative of this Plan.

On March 1, 1972, the State Superintendent of Education appointed an interdivisional State Department of Education committee consisting of personnel from each of the five divisions of the Department of Education. This committee, entitled the Career Education Committee, was assigned the task of developing plans for the implementation of Career Education in Alabama. The Superintendent, by making this appointment, recognized the concept of career education as important and committed the State Department of Education to establishing career education as a major goal across all divisions at all levels of the State's educational program.

The first mission of this committee was to develop plans for the implementation of career education in Alabama. The specific charges of the committee were:

- To define the concept of career education in Alabama,

- To develop a continuum of career development phases and define each as a model for curriculum planning, and

- To insure the inclusion of career education concepts in the State Courses of Study.

The committee developed the following position statement defining the concept and establishing the definition of career education:

- Career education is a comprehensive educational approach to the preparation of the citizenry for living as fulfilled human beings in a predominately technical, specialized society.

- Career education should begin in Grade One or earlier and continue throughout the productive life of the individual.

- The concept of developmental career education dictates the necessity for a total educational program which is relevant in the world of work and is programmed to provide for the development of an awareness of self and the world of work in elementary students, exploratory experiences for junior high students, and for senior high students, knowledges and skills necessary to pursue further education or to become employed.

- Career education is not conceived to replace or to be in addition to any educational programs in existence today. It is intended, however, to make educational subject matter more meaningful and relevant to an individual through restructuring and focusing concepts around a career development theme.

Using the above concepts, career education was defined as:

- An educational approach that emphasizes the relationships between education, employment, and other activities--which extend from pre-school age through retirement years. The term includes three phases of education relating to career awareness, career exploration, and career preparation for decision-making.

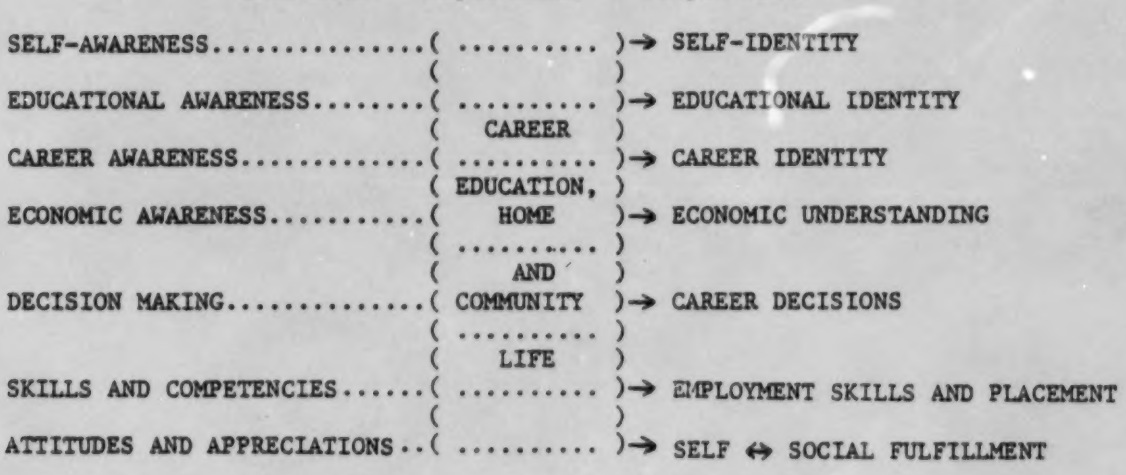
The structure of career education in Alabama was then accepted by the interdivisional committee as containing seven elements which were incorporated into themes, goals, and objectives for all learning experiences.

This structure provides a comprehensive, sequential, and integrated approach to career education designed to assist students to make career decisions based on a broad understanding of career possibilities and requirements and an assessment of the students' own interests, aptitudes, values, and goals. The structure provides for a conceptual change in the existing curriculum rather than the addition of new courses. The structure meshes the academic subject matter ("knowing" cognitive domain), job employability and skill development ("doing" psycho-motor domain), and self understanding and decision-making ("feeling" affective domain). The structure identifies career education goals in three stages or phases beginning in the early grades with career awareness, progresses through exploration of career possibilities, and finally moves into decision-making and planning for preparation for employment, job proficiency, and career advancement. The structure of the Alabama Career Education Curriculum Model in Grades K through 12 is shown in the following chart:

GOALS OF CAREER EDUCATION

K 6/7 9/10 12

Awareness — Exploration — Preparation



An enumeration and exploration of the career education goals follow:

SELF AWARENESS -- SELF-IDENTITY

The students entering school have some knowledge and attitudes about themselves, what kind of persons they are, and what they hope to become. This can be titled self awareness. Through career education and home and community experiences, the student will become involved in a planned, sequential process of self-assessment and self-evaluation which results in self-identity. As they realize who they are and what they are like, the students will develop reasonably consistent internalized value systems.

EDUCATIONAL AWARENESS -- EDUCATIONAL IDENTITY

The entering students have some awareness of the relationship between education and training, whether formal or experience based, and the life roles assumed by themselves and others. From this basic educational awareness students will continue to develop and refine a thorough understanding of the part education and training play in relation to the real and now world and the changing world in which they will assume a more complete, productive participation. Students will also come to recognize the need for specific education and training for specific career roles. Educational identity combines an understanding of the relationship among education and training and life roles, the knowledge of themselves as participants in education and training, their learning style, pace capabilities and capacities, and the ability to select and evaluate educational avenues for the development of their career plans.

CAREER AWARENESS -- CAREER IDENTITY

Individuals entering school possess some knowledge about, attitudes toward, and interests in some careers. They know something about career performances and associated life-styles, rewards, leisure time, working conditions, and

the education and training requirements possessed by some persons in some careers. That knowledge of careers can be referred to as career awareness. Through career education, home, and community life, students should be assisted in understanding the broad range of careers which are available. Students should also be assisted in learning what is involved in the development, growth, behavior, training, and rewards of persons engaged in specific occupations. Career identity is defined as the individual's selection of an appropriate role or roles within the world of work.

ECONOMIC AWARENESS -- ECONOMIC UNDERSTANDING

The child has observed and participated in the economic system to some extent prior to school entry. Building on this base of economic awareness, career education will facilitate the student's thorough exploration of the economic system both as it relates to career development and the community and society-at-large. Economic understandings are defined as those conceptual elements and networks which make it possible for the child or adult to read the economic environment and solve personal and social economic problems.

DECISION MAKING — CAREER DECISIONS

Entering students have some understanding of the decision-making process and possess some decision-making skills. If they are able to understand cause and effect relationships, they are ready to examine the decision-making process. Through career education and supporting school and life experiences, they will develop increasing skills and experiences in the rational processes of decision making, practice making decisions, and come to accept the responsibility for the outcomes of their decisions. The career decisions will progress from the very tentative and flexible to

those which are increasingly irreversible or reversible only at some cost of time, effort, or money. Students should reach a decision which represents a career's direction-setting by grade ten, or early enough to provide for the development of entry-level skill in a career plan prior to school exit. Career decisions are defined as a career's direction-setting, the product of a rational process, a plan for immediate, intermediate, and long-term career development.

SKILLS AND COMPETENCIES -- EMPLOYMENT SKILLS AND PLACEMENT

Beginning competency is related to the student's ability to make tool and process applications. The entering student already possesses some beginning competencies in applying tool and process applications. Tool applications are defined very broadly to include "all of the ways in which man extends his behavior" (Bruner, 1960). Ideas are extended over time and space by the use of verbal and written communications, the telephone, paintings, photography, etc. Students' senses are extended, for example, by the use of microscopes and telescopes, their physical capability and capacity by the harnessing of energy and the using of tools. The student engages in process applications by imitating sequences of individual or group activities or creating new sequences of activities to accomplish tasks. Additionally, this development will feed into other goals of career education, such as career identity, self-identity, and economic understanding. Skills deal not only with developing group participation, other social-relation awarenesses and skills, and skills related to worker adjustment, but most importantly with those basic academic skills necessary in locating and obtaining career placement.

ATTITUDES AND APPRECIATIONS -- SELF -- SOCIAL FULFILLMENT

The goal attitudes and appreciations is included as a means of focusing attention on the affective component of career education. Through career education

and its supporting systems, individuals should develop internalized value systems which include valuing of their own career roles and the roles assumed by others. These appreciations and positive attitudes toward their own career roles and the roles of others in the society should lead to active and satisfying participation as productive citizens and thus, provide for both self-fulfillment and social fulfillment. Self-social fulfillment is defined as the internalization of a value system which motivates students toward becoming self-actualized, self-fulfilling members of the world of work with appreciations for their own roles and the roles of others.

1.0.1 Staff Organized

Using this conceptual base upon which to build career education, a career education staff was organized in 1972, as a component of the State Department of Education structure. This staff has since interpreted these concepts as they might apply to practical applications for student learning in Alabama.

The staff's interpretation of the term "career" was seen as basic to the development of the career education concepts. The term "careers" has been broadly interpreted as encompassing and relating to the many settings in which people find themselves (home, school, occupation, community), the roles they play (student, worker, consumer, citizen, parent), and the events which may occur in their lifetime (entry job, marriage, retirement). Career development is viewed as a life long process beginning early in the pre-school years and continuing, for most individuals, through retirement. Life career development is directed toward the development of fully functional individuals.

It is believed that the key to a full life is to become a self, to learn what you want to be; to believe that you can become what you want to be; to relate your experiences toward the roles that you want to assume; to provide a balance in your living; and to become a fully functional person. This is referred to as becoming a personality, as self-awareness--leading to self identity.

There are certain elements which contribute to students becoming fully functional persons in a modern society, including:

- Learning to communicate, to read, to speak, and to write (sometimes in more than one language)
- Learning the functions of numbers, to add, to subtract, to multiply, and, to divide (and perhaps to do trigonometry, calculus, and metrics)
- Learning to live in a scientific environment, to keep pressurized cans out of the sun; to place growing things in light; to keep electrical cords out of water; to conserve our energy--(some may need to design alternate energy sources, and need advanced chemistry and physics)
- Learning to protect their health and the health and safety of others
- Learning to love and to be loved
- Learning to work with others

These are essential learnings and as students learn these things, it is essential that they understand why. The key word is relevance of the school and education. It is believed that relevance should begin very early in kindergarten or earlier and proceed through a lifetime. The sum total of all the experiences is a unified, fully functioning person. The person understands oneself; the person has careers; has values; and is able to function effectively for oneself and for society.

This original committee, now a segment of the State Career Education Advisory Council, continues to function and believes that the career education concept

must take root in local systems with strong emphasis on local needs and initiatives. The state staff and advisory council have since the inception of career education fulfilled each of the charges developed by the original committee in 1971. The fulfillment of these charges will be explained throughout the remainder of this Plan.

1.1 EVIDENCE OF COMMITMENT

1.1.1 Endorsement of State Superintendent of Education

Alabama's Chief State School Officer, Dr. Wayne Teague, has exemplified his interest and commitment to career education by a statement which he made during his initial address to the State Board of Education and the entire Department of Education after assuming the office of State Superintendent of Education in October of 1975.

> "The concept of career education should be reflected in the total organizational structure of the State Department of Education. Career education is an instructional strategy which includes an awareness of the world of work, broad orientation in occupations (professional and non-professional), in-depth exploration of selected occupational clusters, career preparation, and an understanding of the economic system of which jobs are a part. Career education should not be perceived as another program existing in isolation from the rest of the educational program. It is a concept that is completely integrated with the existing structure."

This statement by the State Superintendent of Education, statements endorsed in the preface to this document, and the following resolutions which were written by Alabama's State Career Education Advisory Council and passed by the State Board of Education, February 17, 1977, and February 23, 1978, respectively, stand as the Alabama State Department of

Education's evidence of commitment to the goals and objectives of career education and documentations of the need for a state plan and implementation of such as addressed in the remainder of this document.

1.1.2 State Board of Education Resolution for Career Education in Alabama

WHEREAS, Alabama recognized the need for career education in 1972 by the acceptance of the following concept, "That students understand that career education is a comprehensive educational approach to preparing them for living in a predominately technical, specialized society and should continue throughout their productive lives"; and

WHEREAS, Alabama has implemented the career education concept in the majority of its schools; and

WHEREAS, Alabama has achieved national prominence for the effectiveness of its career education efforts to date; and

WHEREAS, Alabama is committed to developing a state plan for career education, in order to implement the concepts of career education for every student from kindergarten through university levels; and

WHEREAS, This will be implemented in both public and private sectors with the involvements of all parents, communities, businesses, industries and organizations:

NOW, THEREFORE, BE IT RESOLVED That the following statement concerning the definition and the concept of career education in Alabama be used by all schools and school systems in their curriculum planning:

> Career education is an educational approach that emphasizes the relationships between education, employment and other activities--which extends from pre-school age through retirement years. The term includes education relating to career awareness, career exploration, and career preparation.
>
> Career education is an instructional strategy which includes an awareness of the world of work,

broad orientation in occupations (professional and non-professional) in-depth exploration of occupational clusters, career preparation, and an understanding of the economics of our free enterprise system. Career education should be perceived as a very viable component of all educational programs. It is a concept that is completely integrated with the existing educational structure--in all subjects, for all students, and involving all parents, teachers and the community at large.

AND BE IT FURTHER RESOLVED That the concept of career education be reflected in the total curriculum and organizational structure of the State Education System and that the State Board of Education declares its intent, through the State Superintendent of Education to promote the implementation of Career Education in all schools of Alabama and to document this implementation.

1.1.3 State Board of Education Resolution for Career Education Addendum to Courses of Study

WHEREAS, Title 52, Section 433(18), of the Code of Alabama requires the Courses of Study Committee to prepare the contents of the courses of study for each grade of the elementary and secondary schools; and

WHEREAS, a report of its recommendations with respect to the compulsory minimum content of courses of study and of recommended revisions of subject content and treatment in specific courses in such areas is required; and

WHEREAS, said law requires that the report be submitted to the State Superintendent of Education and to the members of the State Textbook Committee for separate written recommendations to the State Board of Education; and

WHEREAS, the State Superintendent of Education has reviewed the Career Education Addendum to Alabama Courses of Study K - 12 and recommends its adoption:

NOW, THEREFORE, BE IT RESOLVED, That the Career Education Addendum to Alabama Courses of Study K - 12 is adopted.

NOTE-(The Addendum to the Courses of Study is in Appendix A.)

SECTION II - EVIDENCE AND DEVELOPMENT OF NEED

2.0 PRIOR EFFORTS AND ACCOMPLISHMENTS

The State Department of Education has participated in several state level projects for the implementation and demonstration of career education, the most comprehensive one being the Appalachian Alabama Career Education Project. This two year project was supported by the Appalachian Regional Commission with twenty-five school systems participating during the 1972-73 school year. Ten additional school systems participated during the school year 1973-74.

Over 1,000 teacher developed instructional units correlating career education by grade level and subject area to ongoing instructional programs were produced during this Appalachian project. Twenty-two thousand copies of a Career Guidance Handbook developed by the Appalachian staff were distributed statewide and nationally and a document entitled Career Education in Alabama, The Art of the State was developed and disseminated.

Other State level activities include projects supported under Parts C & D, (state's share) of the Vocational Education amendments. These projects were designed to examine exploratory methods and placement procedures and involved nine school systems. Through the state's share of Title III, six additional school systems have been funded for demonstration projects in the middle, junior high, and/or secondary schools. These projects, though directed entirely by local school staffs, were monitored closely by the State's Title III personnel.

In the 1975 USOE Career Education RFP's Alabama was one of only 18 state departments of education to receive funding, one of only two to receive two grants, and the only state department to be funded under the postsecondary

criteria. In addition Alabama received four other grants including the only one for career education in the University setting. As a state, Alabama received the largest percentage of the career education monies available through competitive proposals.

Six local school systems and one junior and one technical college participated as demonstration sites in the projects funded for supervision under the auspices of the State Department Career Education staff. A total of 15,418 students, grades K-12, 17,622 postsecondary students, 282 teachers and administrators participated in activities designed in scope and sequence to demonstrate effective ways and means for infusing career education into the regular classrooms.

During this project three curriculum guides - one for kindergarten through fourth grades; one for fifth through eighth grades; and a guide for ninth to twelfth grades - were produced. All activities suggested in the guides were field tested during the project by teachers and students in the demonstration sites and by corresponding grades in six additional field evaluation sites.

As a result of these USOE funded projects and many locally funded career education activities, Alabama was very fortunate and honored to host twenty-five Washington policy-makers for a three-day Educational Staff Seminar and tour of the state to view career education in action in April 1976.

Increasing demands for validated career education materials necessitated the establishment of a loan library of print and non-print resources. This library was put into operation during the duration of the 1975 USOE funded projects. Over 4,000 items consisting of teacher-made units, filmstrips, tape cassettes, slides, 16 mm films, books, professional literature, and multimedia kits are included. Listings of these materials are available in the Resource Directory which accompanies this Plan.

There is presently one USOE funded project underway in the state aimed at reduction of sex stereotyping and reading in grades kindergarten through twelve. Projects for the handicapped and for the special education students as well as low income and minority students are in operation in many areas of the state by means of other sources of funding.

There have been five annual state conferences and five regional workshops designed for teachers to provide demonstrations of methods and techniques for infusing career education into all areas of the curriculum. In March, 1978, Governor George C. Wallace proclaimed a Career Education Week in Alabama and over 500 persons participated in a Governor's Conference on Career Education.

Since career education is an instructional strategy which relies upon the infusion of career development concepts with the curriculum of all subjects and grade levels, the state staff is constantly called upon to conduct local workshops for communicating the concepts. Workshops have been held in 69 of Alabama's 127 school systems and in 12 of the state's colleges and universities. The state staff also serves on the department's professional development teams for regularly scheduled inservice in local systems. A Career Education Incentive Forum designed for local educational agency administrators has recently been sponsored by the State Board of Education and the National Association of State Boards of Education.

In order to keep the State Education Agency's administrators and professional personnel informed of current career education policies, procedures, and activities within the state and on the national scene, the career

education staff has been included on programs in State Department of Education Division of Instruction and Vocational Education inservice training sessions at least once each year since 1972.

Directions for infusing career education into teacher education training have been woven into the Teacher Education and Certification Standards which were revised May, 1978. Standards relative to curriculum content for career education are found in Section 3 at the middle/junior high level and Section 3 for guidance preparation. An example is middle/junior high standard:

> The curriculum in career education shall prepare teachers to assist students in acquiring knowledge and understanding of the economic system of this country and the scope and nature of career opportunities it affords. It shall provide for developing competence of the teacher to help students identify their interests and abilities and to relate them realistically to career considerations. The teacher shall also learn to coordinate effectively the wise use of the professional resources available in the school and community in achieving purposes of the career education program.

A conference for the deans of each school in the institutions of higher education in Alabama was held in the spring of 1978. All Alabama's two and four year institutions of higher learning were represented.

Two Part D vocational education and NIE Experience-Based Career Education funded projects are presently ongoing in the state and are being monitored by the State Department of Education staff.

In addition, Alabama is one of only eight states, and the only Southern state, funded in 1975 by the United States Department of Labor to develop a computer based information system to accomplish the following objectives:

- To help students learn about and understand the range of career opportunities presently available and that are likely to be available in the future

- To help entrants into the labor force become aware of occupations which they would find acceptable and personally satisfying
- To encourage persons in the process of career exploration and decision making to seek out career information on their own
- To increase awareness of major sources of occupational information for the purpose of acquiring knowledge of careers and preparation programs
- To provide support for related programs including career education, career and employment counseling, and manpower and educational planning

The State Superintendent of Education serves as Chairman of the Alabama Occupational Information System's Board of Directors.

The aforementioned activities have been primarily organizational, demonstratable, and experimental in scope and have developed procedures for the valid definition and conceptual base upon which the career education activities within the state are based. These prior efforts have subsequently prepared a core of professionals whose expertise can be addressed to the full implementation of career education within the state.

This is a partial accounting of those projects which have demonstrated valid efforts toward Alabama's conceptual framework for career education for all learners.

There has been no Alabama legislation concerning Career Education, so consequently most projects have been dependent upon other funding sources. With the funding of a proposal for State Plan Development in 1976, the Chief Specialist for Career Education and the State Advisory Council reviewed all the aforementioned Career Education efforts and set the

mechanics in motion for a comprehensive State Plan for Career Education in Alabama. They are presently involved with the National Association of State Boards of Education as one of six states holding career education awareness workshops for the state's populace. NASBE has also selected Alabama as one of two states in the nation for in-depth planning and the development of a five-year model plan for orienting all citizens in career education.

The most in-depth display of public support by Alabamians for this Career Education movement was evidenced by the attendance at the National Conference for Career Education, November, 1976, in Houston, Texas. Eighty-three Alabamians representing the business/industry/educational populace attended the Commissioner's National Conference. A state caucus was held for all Alabamians and their concerns toward the needs for further development of career education in the state were listed as:

- Public Information - The general public, as well as teachers, counselors, administrators, and school board members, needs to learn about career education; a series of conferences or one large statewide conference might be helpful. News reports on local radio, television, and in local newspapers are badly needed. A statewide newsletter to all LEA's and local community leaders is needed.

- Implementation Plan - Direct plans for involving business, industry, labor, and education are needed to be translated by State personnel to the local levels. This is needed in scope and sequence and strategy format. Suggested means of securing commitments from Local Boards of Education and Boards of Institutions of Higher Education are requested. Help is needed in teacher education programs for establishing career education as a top priority. Connections between national organizations and associations such as PTA, NEA, AASA, APGA, ASCD, civic organizations, etc., need to be strengthened so that national commitment can be translated into local commitment. Information packets on practical applications of career education for parents, business, total community need to be disseminated at local level.

The first follow-up of this conference was a conference in Montgomery, March 30-31, 1977, which informed and oriented educational administrators and executives of business, labor, industry, and other professional and governmental groups of current trends and issues of career education and demonstrated how Alabama's efforts compared to national trends. This mini national conference was sponsored by the Alabama State Advisory Council for Career Education.

2.1 ADVISORY COUNCIL

In July, 1976, the State Superintendent of Education appointed a State Advisory Council for Career Education whose major purpose is to assist with the development of a State Plan. Provisions for the council were authorized with the funding from the United States Office of Education for a State Plan Proposal.

Membership represents the following constituents: (1) major units of the state education agency including instructional, vocational, administration and finance, rehabilitation, departmental services, and postsecondary divisions; (2) business and industry; (3) labor; (4) institutions of higher education with educational personnel preparation programs; (5) other state governmental agencies whose assistance is considered necessary in implementing career education; (6) school administrators; (7) counselors; (8) teachers; (9) vocational education personnel; (10) parents; and (11) students.

The following activities fall within the purview of the Council's authority:

2.1.1 Locate and enlist support and assistance from state and local agencies and citizen groups.

2.1.1a Aid in seeking state and community resources.

2.1.1b Encourage and support local school systems in the establishment and promotion of local career education advisory councils.

2.1.1c Assist in the development of collaborative relationships between education, business, labor, industry, professional, government, and community agencies for implementing career education.

2.1.2 Provide a cooperative linkage at the State level between education and work.

2.1.2a Council members who represent business, labor, industry, and government will provide information pertaining to employer expectations and career opportunities and requirements in their fields.

2.1.2b Provide current information about career preparation programs in educational or private sectors.

2.1.3 Serve as a catalyst for state action in involvement.

2.1.3a Serve in public relations functions, helping to explain the need for the incorporation of career education concepts into school programs.

2.1.4 Provide information regarding educational and related needs for career development for current and future career education in the state.

2.1.4a Provide assistance and counsel to the state staff and executive committee regarding changes desired in career education and identify needs for funding, evaluations, and implementations.

2.1.5 Provide assistance to the state staff in:

2.1.5a Community surveys as needed.

2.1.5b Gathering information from local council task forces and school and community which may be useful for career education implementation.

2.1.6 Suggest curriculum changes in both academic and vocational education which may be useful in career education implementation.

2.1.7 Recommend goals, performance objectives, and development guidelines which will best meet the career development needs for comprehensive career development including special groups such as handicapped, minorities, gifted and talented, and women.

It is the intent of the State Superintendent of Education that the Council be a permanent organization with all members appointed officially for one-, two-, or three-year terms. Each appointment shall be effective and each member shall begin serving upon the filing of a written acceptance with the State Superintendent.

Terms of office shall end September 30, of the first, second, or third year following appointment, whichever is appropriate.

The State Superintendent of Education shall by virtue of his office serve as ex-officio chairperson.

To assist in the implementation of the myriad of tasks and activities which must be completed for State Plan development several task forces were appointed: Needs Assessment for Grades K-12; Postsecondary Needs Assessment; Non-educational Needs Assessment; Public Relations; Budget; and Resource Identification. The chairperson for each task force constituted the Executive Committee of the Council. Each task force met separately and listed activities and developed some time lines for completion of each.

2.2 SURVEYS AND ASSESSMENTS

Research by other state agencies reports evidence of a great need for this Plan, as exemplified in an excerpt from page 50 of the annual report, Alabama Communities in Perspective, from the Alabama Development Office State Planner-Economist and Policy Studies Division, 1976:

> ---Alabama must make the commitment to provide a quality education to each and every citizen. Students in state-supported institutions should be prepared to become constructive citizens as demonstrated by possession of employable skills or being prepared for further education. The most important goal is that every citizen be prepared to continue career, avocational and personal developmental goals. The financial, physical and human resources needed for this program of expanded and intensified education opportunity must be wholeheartedly supported by the State and its citizens.

The 1976 national survey of career education conducted by the American Institute of Research compared local school systems in Alabama with other states that have taken five steps toward a comprehensive career education program. On a rating scale of 100 points, Alabama's state ranking is listed followed by the results of the local school surveys.

	Formal Plans	Funding	Staffing	Evaluation	Advisory Committee
Rank:	33.0	41.0	27.5	24.0	44.0

The local school districts ratings of contributions to success, not difficulty in their career education activities in comparison with other states are as follows:

	Local Staffing	State-level Support	Available Materials
Rank:	9.0	45.0	22.0

This national survey also pointed out that 64.3 percent of the career education coordination at the local level has been the responsibility of vocational education counselors. This can be attributed to the fact that more vocational funds were spent for career education in Alabama from 1972 to 1976 than from any other funding source and personnel in this area received more intensive in-service training than others. The AIR survey of local systems indicated that 57.1 percent had put forth a grass roots effort to improve their career education activities, while 71.4 percent stated that they would make more progress if they had better direction from the state level. In comparison with other states, Alabama's average of career education activities in local school districts ranked 29.0 percent.

It is recognized that the AIR survey was administered to only a small percentage of local schools in Alabama; therefore, a more comprehensive assessment developed by the Advisory Council and State Staff was administered to 10 percent of Alabama's 127 school systems which provided more base line data for determining the needs of students, administrators, teachers, counselors, supervisors, and parents. The 10 percent sampling constituted 764,341 students located in 639 kindergarten through eighth

grade level schools; 237 middle and/or junior high schools; 397 senior high schools; and 60 area vocational schools. Additional or parallel inputs were collected by an assessment from administrators, counselors, teachers, and parents from each school surveyed.

The K-12 Needs Assessment Task Force and Career Education State Staff designed needs assessment instruments for each grade level to coincide with the objectives for student learner outcomes of career education adopted by the State Department of Education at the initiation of career education in Alabama in 1972. These objectives are listed in Section III. The same instrument was also administered to the handicapped and educationally disadvantaged students.

To assess the extent to which the students in Alabama have achieved the career education knowledge and attitudes perceived as being important, assessment instruments were developed for six different levels:

Level 1, for grades K-3; level 2, grades 4 through 6; level 3, grades 7 through 9; level 4, grades 10-12; level 5 for administrators and teachers; and level 6 for parents. The assessments on the first four levels were in the cognitive and affective domains with three degrees of response to each item.

The Needs Assessment instruments were validated by field testing in eight school systems throughout the state with controlled and experimental groups in each grade level. The control group was selected because of their awareness and exploratory career education programs already operational within the school system. The experimental group was selected bacause they had not

incorporated career education into their educational program. The demographic data were similar in every respect. Eight school systems were used in the validation.

The Non-educational Needs Assessment Task Force of the Advisory Council is working closely with the Alabama Industrial Relations Department and the Alabama Development Office to adapt portions of surveys previously administered by each to the career education concepts. By using statistics compiled by each of these two departments of state government, the Non-educational Task Force defined a small business and/or industry as one which employs less than 50 persons, a medium one employs from 51 to 200 persons, and a large business and/or industry would be one which employs 201 or more employees. Results of some of these surveys can be found in the human resource section of the Resource Directory.

The Postsecondary Needs Assessment Task Force of the Advisory Council felt that in order to design a career education needs assessment instrument for students, faculty, and administrators in higher education that they first had to formulate a series of underlying assumptions concerning what career education is and what constitutes a good career education program. Once such assumptions are articulated, the needs assessment instrument measures the extent to which there is congruency between the assumptions concerning what should exist and the reality of what actually does exist in a given institution.

The conclusion drawn from all data gathered from each needs assessment administered in the state pertaining to career education state plan development strengthens what had already been determined--the need for more

training and retraining of education personnel to serve in career education programs.

Each instrument was produced in a format which can be easily administered by any local school system. In fact, it is suggested that these assessments serve as a uniform base through which local educational agencies can survey all their students and professional personnel to establish base line data for development of local plans for career education implementation. (Item analyses of each instrument are in the Appendices.)

2.3 PRIORITIES OF NEEDS

As substantiated by data from the statewide needs assessment, listed below in order of priority are the needs for comprehensive career education in each local education agency.

2.3.1 Schools in Alabama should provide students with opportunities:

2.3.1a To develop positive attitudes toward themselves, school, community, and work

2.3.1b To develop effective life decision-making skills

2.3.1c To develop an understanding of the personal, social, and economic significance of work

2.3.1d To become aware of how they can apply decision-making skills to relate to jobs and occupations

2.3.1e To be prepared for a "next step" when they leave public school in either immediate employment or continuing education

2.3.1f To develop an awareness of their interests, aptitudes, needs, and values as an aid to career planning

2.3.1g To consider how their choice may affect their lifestyle

2.3.1h To become aware of the many occupational options open to them

2.3.1i To develop an understanding of our free enterprise system

2.3.1j To describe selected self-characteristics and environmental factors that can have impact upon an individual's future; identify ways in which others have minimized negative and maximized positive factors

2.3.1k To identify factors that influence the work environment and describe the nature of the influence

2.3.2 According to a rating scale by Alabama parents, the following, in priority order, should be affordable opportunities provided by schools for parents and students:

2.3.2a Concrete information on career education for parents

2.3.2b Information about current and future trends in the job market for students

2.3.2c Placement services for students upon exit from high school either in employment or further education

2.3.2d Help students explore interests, skills, personal traits, personal needs, and personal values as aids to career planning

2.3.2e Help students in understanding how a career choice may affect their lifestyle

2.3.2f Opportunities to determine each student's interests and aptitudes through actual or simulated work experiences

2.3.2g Opportunities for parents to become familiar with a school's career education activities

2.3.2h Opportunities for students to visit other persons at their work site to gain exposure to the world of work

2.3.2i Opportunities for parents to become familiar with career education resources, materials available in community, and suggestions on how to use them

2.3.2j Information provided students about the wide variety of occupations in business, government, and industry in communities

2.3.2k Information provided students about how to qualify for entrance and how to succeed in postsecondary school

2.3.2l Help students in learning to appreciate the personal, social, and economic significance of work

2.3.2m Give students help in developing positive attitudes toward self, school, community, and work

2.3.2n Opportunities for parents to learn what other parents are doing in career education for their children

2.3.2o Opportunities for students to work with their parents to gain exposure to the world of work

2.3.3 The identified needs of all <u>educational personnel</u> in local agencies and postsecondary institutions were prioritized as follows:

2.3.2a Create an awareness, understanding, and receptivity for career education among members of the educational system and community

2.3.3b Organize the educational system and community for the effective planning and implementation of career education

2.3.3c Establish goals for career education in each locality

2.3.3d Prioritize the goals

2.3.3e Initiate action or improve efforts to reach high priority goals

2.3.3f Establish a career education advisory committee to assist in developing a local plan (Include teachers, administrators, parents, business and industry personnel, school board members, counselors, and students.)

SECTION III

3.0 LONG AND SHORT RANGE GOALS AND OBJECTIVES

Since career education is an instructional strategy which relies on the integration of career development concepts with the curriculum of all subjects and grade levels, considerable overlap of other goals of education will be observed in these goals. This overlap exemplifies that career education is not solely responsible for the attainment of goals related to identified needs but is a valuable strategy to be implemented in working toward attainment of all educational goals.

Each long range mission goal or statement has achievable objectives and suggested activities for implementation with appropriate evaluation criteria. All the objectives and activities are designed around seven strategies: curriculum changes, counseling and guidance, community involvement, elimination of stereotyping, evaluation, training and re-training, and dissemination. These are not to be viewed as separate components but it is assumed that those persons involved in the implementation of this Plan might need more thorough explanations which can be found in subsequent sections.

The goals, objectives, and activities are designed in terms of services to be provided by and with the State Department of Education and the local educational agencies, postsecondary institutions, business, labor, industry, governmental agencies, and other community groups. It must be emphasized, however, that all groups making career education experiences available have a high degree of autonomy and these guidelines contain a maximum amount of flexibility.

3.1 MISSION GOAL #I (State Department of Education)

To implement Career Education Processes within each division of the State Department of Education, each local educational agency, each postsecondary institution, other major state agencies, and agencies outside the state government

OBJECTIVES	ACTIVITIES	EVALUATION	TIME LINE
I-A To provide state administration, leadership, and coordination for the planning, implementation, and evaluation of career education within the state	I-A-1 Continue a full-time state position of chief specialist for career education	I-A-1 Full-time specialist employed	1978-til
	I-A-2 Provide increased staff time	I-A-2 Staff employed as needed	1978-til
	I-A-3 Secure approval of State Plan by State Board of Education, Chief State School Officer, Career Education Avisory Council, and governmental officials as required by USOE	I-A-3 Approved Plan printed and disseminated	
	I-A-4 Appoint an advisory council for career education	I-A-4 Council appointed each fiscal year	1978-1983

OBJECTIVES	ACTIVITIES	EVALUATION	TIME LINE
I-B To maintain liaison between state agencies regarding career education	I-B-1 Chief specialist and executive committee of the advisory council develop strategies for involvement with state agencies	I-B-1 Reports maintained of activities conducted with personnel of state agencies other than Department of Education	1978-1983
I-C To maintain liaison of career education activities <u>within</u> the Department of Education	I-C-1 Chief specialist will maintain communications with each Division and each section of the Department of Education	I-C-1 Reports filed of activities participated in which are conducted by and with each Division and section	1978-1983
		I-C-2 Periodic newsworthy articles and reports sent to each Division and section	1978-1983
I-D To provide training for State Department of Education Consultants for the implementation of Career Education	I-D-1 State Career Education staff shall hold in-service workshops for all State Department of Education personnel to explain the State Plan, state, and federal regulations for implementation of Career Education	I-D-1 Recorded evidence of participation by State Department of Education personnel	1978-1979

OBJECTIVES	ACTIVITIES	EVALUATION	TIME LINE
I-D (Continued)	I-D-2 State career education staff will provide staff development in career education for all state department personnel with guidelines for infusion into all curriculum areas	I-D-2 Recorded evidence of participation and recorded evidence of material disseminated for career education activities in all curriculum areas	1978-1980
I-E To encourage coordination outside state governmental agencies	I-E-1 Utilize expertise of members of the state advisory council to coordinate career education activities at the state level, through such agencies as state PTA, BP&W, AGC, AFL/CIO, Chamber of Commerce, AIA, APGA, Scouts, NAB, Rotary, Kiwanis, American Legion and others	I-E-1 Documentation of council activities connected with various agencies	1978-1983
I-F To initiate a one and five year planning process in each of Alabama's school systems and	I-F-1 Develop a five year in-service training program resulting in yearly participation of approximately 20% of all local education agencies	I-F-1 Maintain an active file of each training session including level of implementation by local agencies	1978

OBJECTIVES	ACTIVITIES	EVALUATION	TIME LINE
I-F (Continued) provide assistance in the development of career education programs	I-F-1 (Continued) At the end of five years every LEA will have completed approved in-service career education activities		
	I-F-2 Organize and assist local education agencies in in-service training programs directed toward the development of a local plan and methods of compliance with the State Plan	I-F-2 Record of local education agency in-service activities and local plan on file	1978-1983
	I-F-3 Develop a list of potential in-service consultants for orientation programs (administrators, supervisory personnel, counselors, and teacher groups)	I-F-3 Consultant list on file. Provide consultant list to local education agencies	1978
	I-F-4 Develop packets of information including implementation guides, resource directory, assessment and evaluation instruments for use in local education agency in-service	I-F-4 Dissemination of information packets to local education agencies	1978

OBJECTIVES	ACTIVITIES	EVALUATION	TIME LINE
I-F (Continued)	I-F-5 Upon receipt of funds (Federal and/or otherwise) requests from LEA's which identify local needs, objectives, and strategies for career education may be submitted to the State Superintendent of Education	I-F-5 Requests submitted and funds disbursed to LEA's	1979
	I-F-6 Provide assistance to LEA's in such activities as conducting needs assessments, writing or selecting goals and objectives, staff development, selecting career education activities, identifying and utilizing resources, and assessing the accomplishments of the job objectives	I-F-6 Records of assistance requests	1979-1980
	I-F-7 Provide assistance in obtaining cooperation between school and community in implementing career education concepts and activities	I-F-7 Local Plans reflect cooperative efforts	1979-1980

OBJECTIVES	ACTIVITIES	EVALUATION	TIME LINE
I-F (Continued)	I-F-8 Provide assistance in proposal writing, especially in school systems where proposal preparation skills may be limited.	I-F-8 Requests on file	1979-1980
	I-F-9 Provide models for the development of career education processes and sample instruments	I-F-9 Models on file	1978-1983
	I-F-10 Provide assistance to institutions that conduct teacher preparation programs, especially in techniques for infusing career education into local school curricula	I-F-10 Notes on types of assistance provided on file	1978-1983
	I-F-11 Review LEA career education plan with regard to compliance with state and federal regulations	I-F-11 Copy of LEA career education plan on file	1979
I-G To provide post-secondary institutions with information and material to develop one year and five	I-G-1 Assist postsecondary institutions in organizing programs directed toward emphasizing career education in	I-G-1 Record of post-secondary in-service agenda with list of participants	1978-1983

OBJECTIVES	ACTIVITIES	EVALUATION	TIME LINE
I-G (Continued) year plans for emphasizing their programs of education for careers provided in each of their specialty fields, schools or colleges	I-G-1 (Continued) teacher education curricula	I-G-2 File career education course outlines if prepared in conjunction with postsecondary personnel	
I-H To provide LEA's, postsecondary institutions with periodic reviews of plans of action	I-H-1 Schedule and hold periodic reviews of Career Education Plans proposed under P.L. 95-207 regulations	I-H-1 State Agency calendar indicating schedule of reviews and summary of reviews on file	1980-1983
I-I To insure adequate instructional materials, current professional literature, and supportive services for Career Education Programs at all levels	I-I-1 Revise and publish periodically the annotated bibliography of resources available for the planning and implementation of Career Education	I-I-1 Copies of revised editions on file	1978-1983
	I-I-2 Establish policies and procedures for distribution of bibliographies and resources	I-I-2 Written policies and procedures on file	1978

OBJECTIVES	ACTIVITIES	EVALUATION	TIME LINE
I-I (Continued)	I-I-3 Maintain an ongoing system of disseminating materials requested for use by personnel in local education institutions and agencies	I-I-3 Mailing list showing distribution	1978-1983
	I-I-4 Continuously review and acquire updated materials relevant to all levels of instruction, and process materials for loan for the resource center	I-I-4 Current list of updated materials indicating level of instruction	1978-1983
	I-I-5 Identify and establish periodic communication with national, regional, and local career education information sources and/or projects such as ERIC, AIM, ARM, NACE, NCCE, etc.	I-I-5 Files for various information sources	1978-1983
	I-I-6 Continuously review, abstract, and/or summarize information of specific interest or value to Alabama's Career Education efforts	I-I-6 File of specific interest information and how it was disseminated	1978-1983

OBJECTIVES	ACTIVITIES	EVALUATION	TIME LINE
I-I (Continued)	I-I-7 Develop, establish, and secure procedures for obtaining current newsworthy career education activities in Alabama	I-I-7 File of established procedures for obtaining newsworthy ongoing career education activities	1978-1983
	I-I-8 Establish and maintain an accurate and current mailing list of persons, agencies, and institutions interested in career education	I-I-8 Mailing list of persons, agencies, and institutions on file	Continuous
	I-I-9 Coordinate State Department of Education activities with local, state, regional, and national efforts and plans; participate in state and national career education conferences	I-I-9 Evidence of participation in local, state, regional, and national conferences	1978-1983
	I-I-10 Continuously review and evaluate career education materials to insure the elimination of sex stereotyping	I-I-10 Materials list review form will show check of sex stereotyping literature	1978-1983

OBJECTIVES	ACTIVITIES	EVALUATION	TIME LINE
I-I (Continued)	I-I-11 Solicit business, labor, industry, governmental interest, cooperation, and participation	I-I-11 Listing of interested business, labor, industry, and governmental sources and their participation	1978-1983
	I-I-12 Use state and local news media for promotion of career education	I-I-12 Folder of published state and local news items	1978-1983
	I-I-13 Keep business, labor, industry, and governmental agencies at state and local levels aware of current career education policies and practices via newsletters published by state staff	Copies of Newsletter on file	1978-1983
I-J To periodically review, revise the Alabama State Plan for Career Education	I-J-1 The State Advisory Council reviews the Plan yearly	I-J-1 Records and minutes of State Advisory Council Meetings	1978-1983
	I-J-2 State career education staff critiques all input from each council activity and conference	I-J-2 Critiques on file	1978-1983

OBJECTIVES	ACTIVITIES	EVALUATION	TIME LINE
I-J (Continued)	I-J-3 State career education staff revises curriculum strategies for students with special needs, the elimination of sex stereotyping, and involvement of business/labor/industry	I-J-3 Strategies reproduced for state dissemination and inclusion in revised Plan	1979-1980
	I-J-4 State career education staff reviews approaches for postsecondary consideration as outlined in the State Plan	I-J-4 Approaches reproduced for state dissemination and included in Plan	1978-1983
	I-J-5 State staff develops guidelines for LEA's in the evaluation and dissemination of Career Education	I-J-5 Distribute guidelines	1978
	I-J-6 Approved Plan is discussed with each local Superintendent of education and Deans of each postsecondary institution requesting funding under P.L. 95-207	I-J-6 Recorded evidence of discussion of the State Plan via Forums and other methods	1978-1979

OBJECTIVES	ACTIVITIES	EVALUATION	TIME LINE
I-J (Continued)	I-J-7 Develop and disseminate news items for Alabama Education and a Career Education Newsletter	I-J-7 Recorded evidence of news items and newsletter	1978-1983

3.2 MISSION GOAL #II (Local Education Agency)

Provide the leadership, time, human and natural resources, and financial support necessary to initiate and implement Career Education as a priority goal of the local education agency

OBJECTIVES	ACTIVITIES	EVALUATION	TIME LINE
II-A To develop a comprehensive Career Education Plan that meets the requirements of local, state, and federal educational agencies	II-A-1 Identify and organize those human and natural resources necessary for developing a local plan for career education	II-A-1 Superintendent approves organizational plan	1978-1983
	II-A-2 Organize a local Career Education Advisory Committee	II-A-2 Recorded evidence of a Career Education Advisory Committee as part of the local plan	1979
	II-A-3 Develop and administer a school and community needs assessment	II-A-3 Recorded evidence of the needs assessments as part of the local plan	1979
	II-A-4 Develop Career Education objectives that relate to the findings of the school and community needs assessments	II-A-4 Recorded evidence of the objectives as a part of the local plan	1979-1980

OBJECTIVES	ACTIVITIES	EVALUATION	TIME LINE
II-A (Continued)	II-A-5 Develop a community resource file containing human and physical resources	II-A-5 Recorded evidence of a community resource file as an appendix to the local plan	1979-1980
	II-A-6 Develop activities that provide for the inclusion of the roles of sub-groups within the community such as business, industry, labor, minorities, handicapped, and senior citizens	II-A-6 Recorded evidence including identification and listing of sub-groups, and documentation of their involvement in the planning process	1979-1980
	II-A-7 Develop a comprehensive local career education plan utilizing information derived from activities in A-1 through A-6	II-A-7 Completion and submission to the State Department of Education of a comprehensive local career education plan	1979-1980
	II-A-8 Provide activities to periodically evaluate the local career education plan based on locally identified objectives	II-A-8 Submit to the State agency a periodic evaluation of local implementation	1979-1983
	II-A-9 Encourage appointment of local Coordinator of Career Education	II-A-9 Evidence of employment of local coordinator. Name submitted to the State Superintendent of Education	1978-1980

OBJECTIVES	ACTIVITIES	EVALUATION	TIME LINE
II-B To implement the local Career Education plan	II-B-1 Select staff and other personnel who have had diversified experiences	II-B-1 Recorded background information on staff and personnel	1979-1982
	II-B-2 Provide in-service activities for the total school staff and personnel involved, that include an understanding of the concept of career education and the use of career education materials and experiences	II-B-2 Recorded evidence of the agenda and participants at the in-service program	1978-1983
	II-B-3 Include in the local curriculum emphasis on a sequential, infused career education program	II-B-3 Recorded evidence of a sequential infusion of career education activities	1979-1982
	II-B-4 Include activities in the local curriculum that provide for the participation of all students and community sub-groups to the exclusion of stereotyping by race, sex, or ethnic background	II-B-4 Participation will be reflected in I.E.P.'s of special students, records of field trips, calendars showing school visits by community volunteers and independent and unit study guides	1979-1982

OBJECTIVES	ACTIVITIES	EVALUATION	TIME LINE
II-B (Continued)	II-B-5 Activities designed to inform the public about Career Education	II-B-5 Recorded evidence about public information activities	Continuous

3.3 MISSION GOAL #III (Students)

Equip all students with the necessary skills, attitudes, and competencies needed for making the transition from school to work at whatever level they exit from the educational system

OBJECTIVES	ACTIVITIES	EVALUATION	TIME LINE
III-A To help students develop positive feelings about themselves as persons of worth, to know themselves, and accept their feelings, their achievements, and their interests (Instructional Goal: Self-Awareness)	III-A-1 Activities will include experiences which require student involvement in self-assessment, self-evaluation, and self-identification activities	III-A-1 Pre and post test will be identified or developed by the LEA in conjunction with the SDE to measure gains in self-awareness and self-identity	Continuous
	III-A-2 Experiences to provide the student opportunities to understand and contribute to the family as a social unit	III-A-2 Completion of developed check list, which will include parent reports and at home activities	Continuous
	III-A-3 Activities to provide students an opportunity to become aware of the world of paid employment	III-A-3 A community resource file including evidence of direct contact through school visits, field trips, and personal interviews	Continuous

OBJECTIVES	ACTIVITIES	EVALUATION	TIME LINE
III-B To help students become acquainted with the relationship between education and life roles, and the opportunities which will become available to them as they progress through school (Instructional Goal: Educational Awareness)	III-B-1 Activities designed to examine the many roles that students may assume as they relate to the world in which they will work	III-B-1 Pre and post test will be identified or developed by the local education agency in conjunction with the SDE to measure gains in knowledge about career roles	Continuous
	III-B-2 Activities planned so students may observe or perform various identified career roles	III-B-2 Recorded evidence of role playing situations, including description of role and skills involved	Continuous
	III-B-3 Activities designed to allow students to determine differences of educational background for various life roles	III-B-3 Evidence of the ability of students to discern differences in educational background for various life roles	Continuous
III-C To help students become acquainted with the variety of occupations in which people are employed, the various personal meanings that work has for adults, and	III-C-1 Activities designed to examine job clusters in relation to similarities and patterns in the various occupations	III-C-1 Pre and post test will be identified or developed by the LEA in conjunction with the SDE to measure gains in knowledge of various job clusters	Continuous

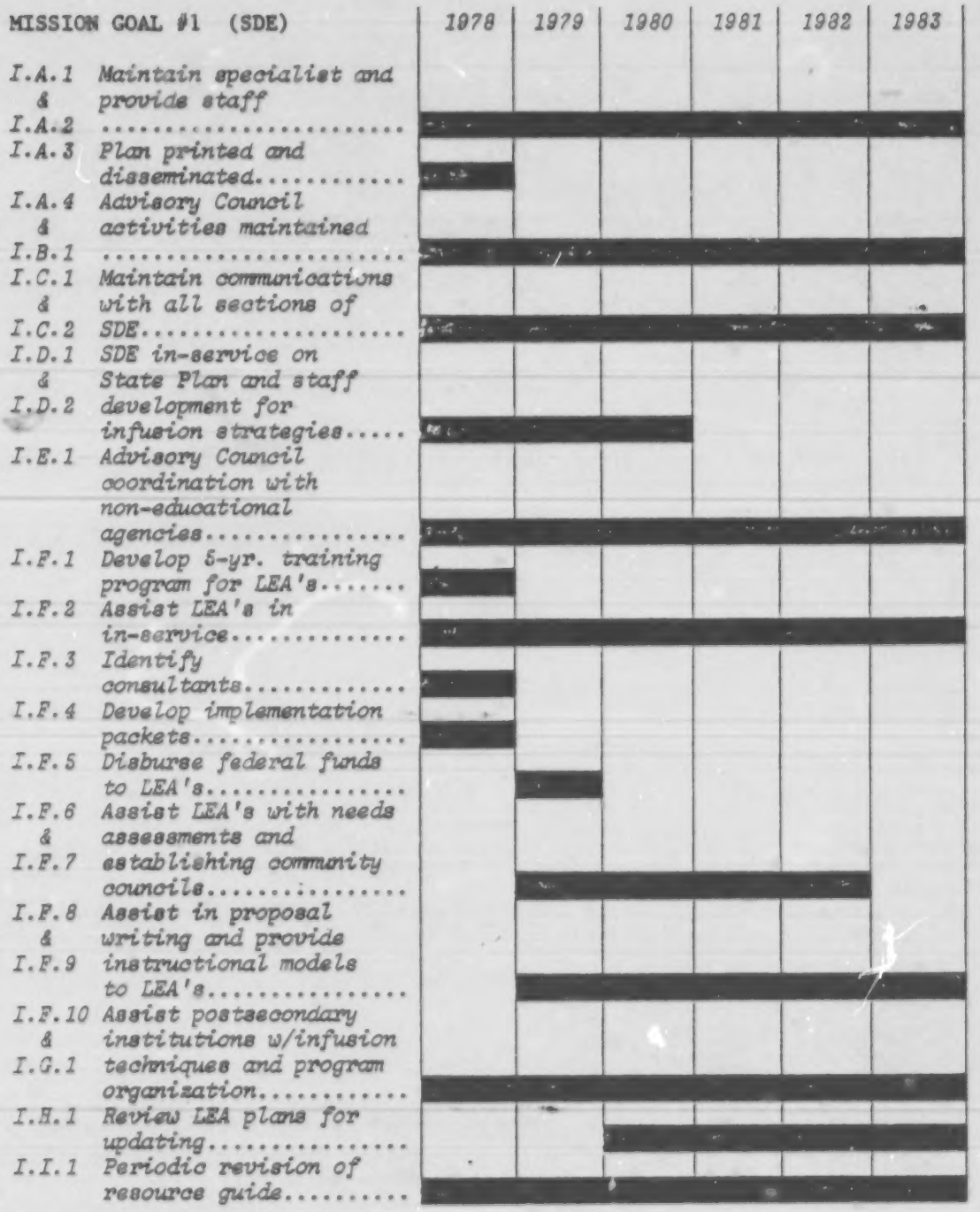
OBJECTIVES	ACTIVITIES	EVALUATION	TIME LINE
III-C (Continued) the patterns different people follow in developing careers. (Instructional Goal: Career Awareness)	III-C-2 Activities designed to relate general skills to the various job clusters	III-C-2 Recorded evidence of ability of student to relate skills to job clusters	Continuous
III-D To help students become acquainted with the basic economic system and the social and economic changes which are occurring in the United States and the rest of the world, and the possible implications of these changes for their careers. (Instructional Goal: Economic Awareness)	III-D-1 Activities designed to develop student awareness of the economic system	III-D-1 Pre and post test will be identified or developed by the LEA in conjunction with the SDE to measure gains in knowledge about the economic system	Continuous
	III-D-2 Activities designed to allow students to solve personal and social economic problems	III-D-2 Recorded evidence indicating results of student efforts in problem solving	Continuous
	III-D-3 Activities designed to observe and examine examples of the free enterprise system	III-D-3 Documentation of student involvement in the examination of the free enterprise system	Continuous

OBJECTIVES	ACTIVITIES	EVALUATION	TIME LINE
III-E To help students understand the value and the process of rational decision-making, and through practice to develop decision-making skills (Instructional Goal: Decision Making)	III-E-1 Conferences designed to familiarize students with available information concerning their abilities, strengths, and weaknesses	III-E-1 Recorded evidence of conferences	Continuous
	III-E-2 Activities designed to allow students to explore specific career choices	III-E-2 Recorded evidence of student knowledge about specific career choices	Continuous
	III-E-3 Activities designed to allow students to relate knowledge about themselves and their abilities to the specific requirements of identified careers	III-E-3 Recorded evidence that students have identified and thoroughly explored careers requiring skills and abilities that are comparable with their own	Continuous
	III-E-4 Activities designed to allow students to identify potential careers and make decisions about career directions based on personal skills and abilities	III-E-4 Recorded evidence that students have selected specific careers for further development	Continuous

OBJECTIVES		ACTIVITIES		EVALUATION		TIME LINE
III-F	To assist students in selection of and entry into appropriate educational programs and help them evaluate continuously their progress in developing stable competencies and skills (Instructional Goal: Skills and Competencies)	III-F-1	Activities will include guidance sessions, skill identification, and development of competencies	III-F-1	Recorded evidence including student folders which reveal counseling sessions, personal data, test information, and skill capabilities	Continuous
		III-F-2	Activities which offer students opportunity for direct application of skills to on the job experiences	III-F-2	Time log of job related experiences	Continuous
III-G	To assure every student, at the time of leaving or graduating from high school, placement according to career plans in an entry-level job or apprenticeship, a Junior College or Technical School,	III-G-1	Activities concerning the refinement of techniques related to employment, college, or armed services applications	III-G-1	Recorded evidence of applications	Continuous
		III-G-2	Activities related to refinement of interview techniques	III-G-2	Recorded evidence of interviews	Continuous

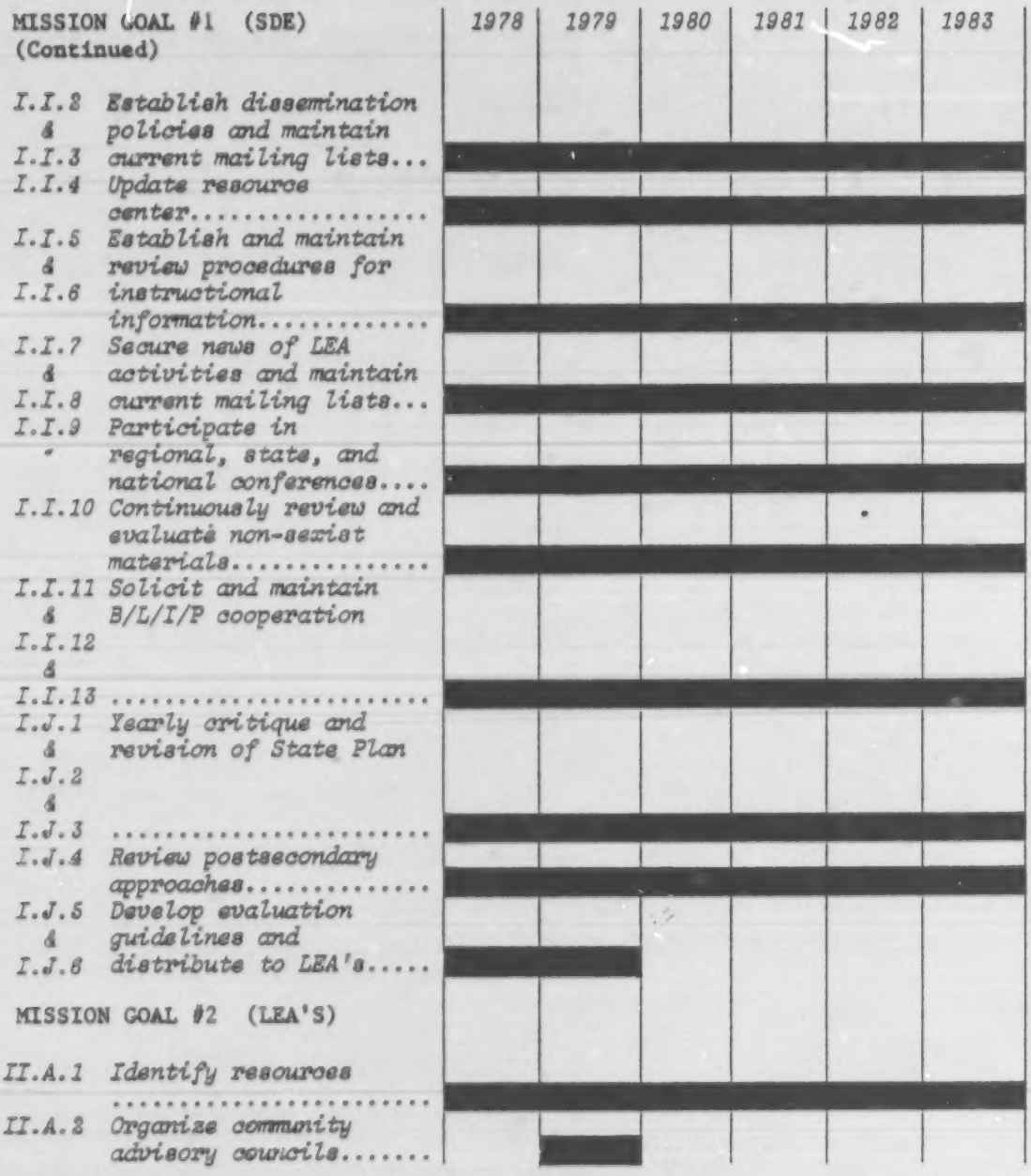
OBJECTIVES	ACTIVITIES	EVALUATION	TIME LINE
III-G (Continued) a Senior College or University, or in the armed services (Instructional Goal: Skills and Competencies)			
III-H To assist students in their career development so that they are able to anticipate changes in themselves and their environments and will be able to continue to plan and carry out personally satisfying and productive pursuits throughout their lives (Instructional Goal: Attitudes and Appreciations)	III-H-1 Activities designed to offer follow-up information relative to career advancement or changes	III-H-1 Recorded evidence of follow-up information on individual students	Continuous
	III-H-2 Activities designed to offer self satisfaction of a job well done	III-H-2 Teacher developed evaluation instruments	Continuous

TIME LINE FOR ACTIVITIES NECESSARY FOR IMPLEMENTATION OF STATE PLAN


MISSION GOAL #1 (SDE)
1978
1979
1980
1981
1982
1983
I.A.1 & I.A.2 Maintain specialist and provide staff .....
I.A.3 Plan printed and disseminated.....
I.A.4 & I.B.1 Advisory Council activities maintained .....
I.C.1 & I.C.2 Maintain communications with all sections of SDE.....
I.D.1 & I.D.2 SDE in-service on State Plan and staff development for infusion strategies.....
I.E.1 Advisory Council coordination with non-educational agencies.....
I.F.1 Develop 5-yr. training program for LEA's.....
I.F.2 Assist LEA's in in-service.....
I.F.3 Identify consultants.....
I.F.4 Develop implementation packets.....
I.F.5 Disburse federal funds to LEA's.....
I.F.6 & I.F.7 Assist LEA's with needs assessments and establishing community councils.....
I.F.8 & I.F.9 Assist in proposal writing and provide instructional models to LEA's.....
I.F.10 & I.G.1 Assist postsecondary institutions w/infusion techniques and program organization.....
I.H.1 Review LEA plans for updating.....
I.I.1 Periodic revision of resource guide.....

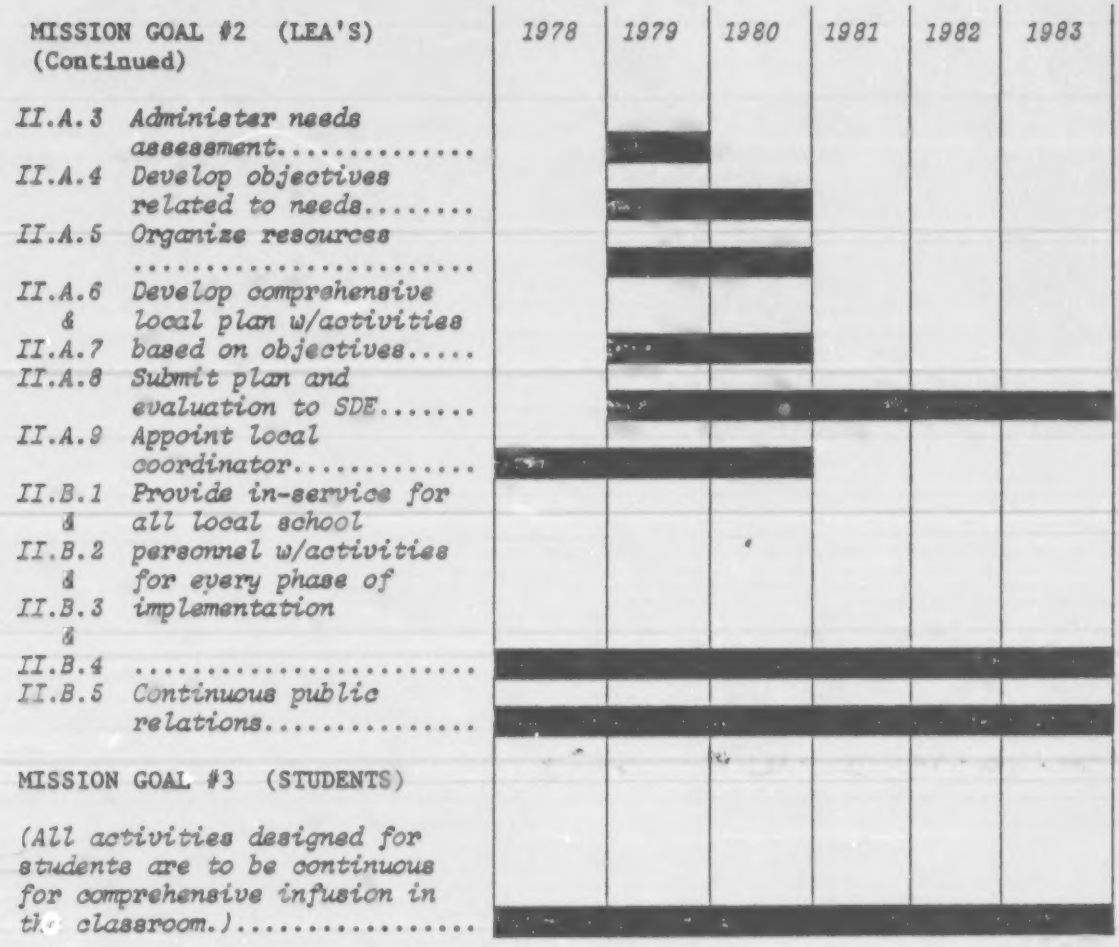
3.4

TIME LINE FOR ACTIVITIES NECESSARY FOR IMPLEMENTATION OF STATE PLAN (CONTINUED)


MISSION GOAL #1 (SDE) (Continued)
1978
1979
1980
1981
1982
1983
I.I.2 & I.I.3 Establish dissemination policies and maintain current mailing lists...
I.I.4 Update resource center.....
I.I.5 & I.I.6 Establish and maintain review procedures for instructional information.....
I.I.7 & I.I.8 Secure news of LEA activities and maintain current mailing lists...
I.I.9 Participate in regional, state, and national conferences....
I.I.10 Continuously review and evaluate non-sexist materials.....
I.I.11 & I.I.12 & I.I.13 Solicit and maintain B/L/I/P cooperation .....
I.J.1 & I.J.2 & I.J.3 Yearly critique and revision of State Plan .....
I.J.4 Review postsecondary approaches.....
I.J.5 & I.J.6 Develop evaluation guidelines and distribute to LEA's.....
MISSION GOAL #2 (LEA'S)
II.A.1 Identify resources .....
II.A.2 Organize community advisory councils.....

3.4

TIME LINE FOR ACTIVITIES NECESSARY FOR IMPLEMENTATION OF STATE PLAN (CONTINUED)


MISSION GOAL #2 (LEA'S) (Continued)
1978
1979
1980
1981
1982
1983
II.A.3 Administer needs assessment.....
II.A.4 Develop objectives related to needs.....
II.A.5 Organize resources .....
II.A.6 & II.A.7 Develop comprehensive local plan w/activities based on objectives.....
II.A.8 Submit plan and evaluation to SDE.....
II.A.9 Appoint local coordinator.....
II.B.1 & II.B.2 & II.B.3 & II.B.4 Provide in-service for all local school personnel w/activities for every phase of implementation .....
II.B.5 Continuous public relations.....
MISSION GOAL #3 (STUDENTS)
(All activities designed for students are to be continuous for comprehensive infusion in the classroom.).....

SECTION IV

4.0 INITIAL IMPLEMENTATION FOR CURRICULUM CHANGE

To the greatest extent possible, initiation of comprehensive career education programs should be undertaken utilizing existing personnel and existing physical facilities. The assumption of new roles by some staff members can be accomplished in most educational systems with no serious loss in total institutional productivity. While the emphasis and methodology will vary considerably from one educational level to another, the following kinds of tasks are essential for initial implementation of a comprehensive career education effort.

4.0.1 Classroom teachers will be encouraged to:

4.0.1a Devise and/or locate methods and materials designed to help pupils understand and appreciate the career implications of the subject matter being taught

4.0.1b Utilize career-oriented methods and materials in the instructional program, where appropriate, as one means of educational motivation

4.0.1c Help pupils acquire and utilize good work habits

4.0.1d Help pupils develop, clarify, and assimilate personally meaningful sets of work values

4.0.1e Integrate, to the fullest extent possible, the programmatic assumptions of career education into their instructional activities and teacher-pupil relationships

4.0.2 Some teachers, in addition, will be charged with:

4.0.2a Providing students with specific vocational competencies at a level that will enable them to gain entry into the occupational society

4.0.2b Helping students acquire job-seeking and job-getting skills

4.0.2c Participating in the job-placement process

4.0.2d Helping students acquire decision-making skills

4.0.3 The business-labor-industry community will be encouraged to:

4.0.3a Provide observational, work experience, and work-study opportunities for students and for those who educate students (teachers, counselors, and school administrators)

4.0.3b Serve as career development resource personnel for teachers, counselors, and students

4.0.3c Participate in part-time and full-time job placement programs

4.0.3d Participate actively and positively in programs designed to reduce worker alienation

4.0.3e Participate in career education policy formulation

4.0.4 Counseling and guidance personnel will be encouraged to:

4.0.4a Help classroom teachers implement career education in the classroom

4.0.4b Serve, usually with other educational personnel, as liaison between the school and the business-industry-labor community

4.0.4c Serve, usually with other educational personnel, in implementing career education concepts within the home and family structure

4.0.4d Help students in the total career development process, including the making and implementation of career decisions

4.0.4e Participate in part-time and full-time job placement programs and in follow-up studies of former students

4.0.5 The home and family members will be encouraged to:

4.0.5a Help pupils acquire and practice good work habits

4.0.5b Emphasize development of positive work values and attitudes toward work

4.0.5c Maximize, to the fullest extent possible, career development options and opportunities for themselves and for their children

4.0.6 Administrators and school boards will be encouraged to:

4.0.6a Emphasize career education as a priority goal

4.0.6b Provide leadership and direction to the career education program

4.0.6c Involve the widest possible community participation in career education policy decisionmaking

4.0.6d Provide the time, materials, and finances required for implementing the career education program

4.0.6e Initiate curriculum revision designed to integrate academic, general, and vocational education into an expanded set of educational opportunities available to all students

Until and unless performance of these tasks is underway, implementation of a comprehensive career education program has not taken place. While bits and pieces of career education are obvious in many educational systems, few have fully implemented these initial tasks.[1]

[1]USOE, Policy Paper, 1975.

SECTION V

5.0 STRATEGIES FOR STUDENTS WITH SPECIAL NEEDS

With the advent of recent state and federal legislation mandating an assurance of a full and appropriate education for all handicapped children and youth comes the need to provide career education for a population heretofore not adequately served.

Special Needs

. There is a need for handicapped students to be encouraged to look at strengths which relate to future career choices and to capitalize on those strengths.

. There is a need to help the handicapped student to make a realistic occupational choice(s) and to make sure that the handicapped student is aware of the rewards and necessities involved in various career areas.

. Samuel Barone, United States Office of Education's Bureau of Education for the Handicapped, predicted in a recent paper that of the 2.5 million handicapped youth who will leave our schools in the next four years that:

- 21% will be either fully employed or enrolled in college
- 40% will be underemployed and at the poverty level
- 8% will be in their home community and idle much of the time
- 26% will be unemployed and on welfare
- 3% will be totally dependent and institutionalized

These predictions give evidence of the growing need for career education which is especially geared to meet the needs of handicapped youth.

The prediction suggests the following needs:

- A need to provide training for the handicapped in basic survival skills
- A need for community support in training and hiring the handicapped
- A need to provide opportunities for skill development in decision-making, self-acceptance, interpersonal relationships

5.1 DEVELOPMENTAL OBJECTIVES

5.1.1 To develop an awareness of the attitudes, skills, and knowledge necessary for success in the world of work

5.1.2 To help the student develop a sense of dignity and worth

5.1.3 To help the student learn to understand the concept of cooperation with other people to complete tasks

5.1.4 To help students make decisions and take responsibility for their own goal setting and career planning

5.1.5 To help the student understand the relationship of interests, abilities, goals, values, and education in occupational choice

5.1.6 To help the student communicate effectively

5.1.7 To assure the opportunity for all persons completing secondary school to gain an entry level marketable skill prior to their leaving school

5.1.8 To build into the career education programs a greater utilization and coordination of all community resources to assist in the career development of handicapped students

5.1.9 To provide services for placing every person in the next step of his/her development whether it be employment or further training and education

5.1.10 To provide role-models for the handicapped who are also handicapped and successful in their chosen occupation

5.2 STRATEGIES

5.2.1 Establish work-study programs in high school and mini-courses at earlier ages as tryout experiences in various occupational areas

5.2.2 Locate handicapped adults in various occupations who are successful and bring them in to talk with the students. Include both men and women in non-traditional, non-stereotypical career areas

5.2.3 Organize field trips so that handicapped persons may visit and observe handicapped and non-handicapped persons "on the job"

5.2.4 Plan meetings with parents of handicapped students to discuss career planning. Invite role models from the community to come in and talk with them so the students might see other handicapped people who are successful in a career

5.2.5 Group counseling sessions: Discuss such things as values, interests, and skills necessary to success in various occupations. Use "Values Clarification" exercises

5.2.6 Provide structured lessons for the development of decision-making skills, self-understanding, and relating to other people

5.2.7 Help the student become aware of her/his interests, abilities, aptitudes, and psychological needs thus providing a foundation for logical decision-making

5.2.8 Assist the student in determining his/her preference for working with data/people/things/ideas or a combination thereof

5.2.9 Develop a placement center which would provide services for helping each person proceed to a higher level whether it be in employment or further training and education

5.3 PHYSICALLY AND MENTALLY HANDICAPPED

Personnel responsible for the physically and mentally handicapped will be encouraged to:

5.3.1 Promote, identify, and coordinate the use of community resources when planning and delivering learning experiences for their students. The resources may include: retired citizens, parents, Health Department, Mental Health, Vocational Rehabilitation, and school nurses.

5.3.2 Develop an in-service program that will make all teachers aware of the roles of individual staff members in meeting the needs of the physically and mentally handicapped. (Teachers will share student information.) Special education teachers will share prescriptive teaching with regular classroom teachers. The guidance personnel will be actively involved in the in-service program by sharing testing data and student interests with classroom teachers.

5.3.3 Work closely with State Department of Education Special Education and Career Education Coordinators to infuse career education into the special needs programs.

5.3.4 Develop a community resource file to make teachers aware of services available for these students. The file may include: People resources, role models, or materials available in the classroom.

5.4 ACADEMICALLY AND ECONOMICALLY DISADVANTAGED

Personnel responsible for the academically and economically disadvantaged will be encouraged to:

5.4.1 Develop an in-service program for all teachers to participate in for planning and implementation of curriculum and program changes to meet the needs of their students.

5.4.2 Develop a tutorial program utilizing students, parents, and retired citizens to reinforce and infuse career education into the academic skills.

5.4.3 Promote, identify, and coordinate the use of community resources when planning and delivering learning experiences for their students. Utilize the following methods: Field trips, community speakers, summer work experience, state employment service, films, want ads, rehabilitation facilities, and family involvement.

5.4.4 Infuse within the curriculum a "career motivation program" for all youth in kindergarten through grade six which develops a positive attitude toward the world of work, inspires respect for all work, and creates a desire to be part of the world of work.

5.4.5 Develop a "career orientation program" in grades 7-8 which provides students with the opportunity to become aware of the many occupations open to those who prepare for them.

5.4.6 Provide students an opportunity to examine and gain firsthand experience with several career opportunities consistent with individual interests and abilities. (Ages 14-15)

5.5 GIFTED AND TALENTED

Personnel responsible for the gifted and talented will be encouraged to:

5.5.1 Design a program within the school curriculum that will permit students to visit employment sites that will enable them to gain firsthand information on career interest and talent. Counselors will assume an important role in implementing these activities.

5.6 MIGRANT EDUCATION

Because of the transient lifestyle of migrant children, there is a great need for this population to be able to make career decisions and take responsibility for their own goal setting once they understand the relationship of interests, abilities, goals, values, and education in occupational choices. Personnel responsible for migrant education will be encouraged to:

5.6.1 Invite role models from the community to talk with students about their careers.

5.6.2 Relate instructional program to field trips and other activities that afford an orientation to the world of work.

5.6.3 Help students become aware of his/her interests, abilities, aptitudes, and psychological needs thus providing a foundation for logical decision making.

SECTION VI

6.0 ELIMINATION OF SEX STEREOTYPING

Sexism refers to all those attitudes and actions which demean or stereotype individuals or groups because of their sex. The word sexism was coined to denote discrimination based on gender. In its original sense, sexism referred to prejudice against the female sex. But today, in a broader sense, the term indicates an arbitrary stereotyping of males and females on the basis of their gender.

It can be recognized that sexism problems in education and employment stem from "affective cues--cues regarding values and assumptions of our culture." Many of these cues deal with gender--appropriate behavior, expectations, and aspirations associated with being male or female, not abilities appropriate behavior, expectations, and aspirations.

This gender stereotyping in textbooks, media, occupational briefs, evaluation devices, etc., is not always self-evident, even to the fair-minded teacher, counselor, and administrator. It is so much a part of our daily life that it oftentimes goes unrecognized. Through the strategies suggested in this section, it is the intent that sexist assumptions will be eliminated from all career education experiences and students will be encouraged to pursue their own interests and realize their potentials.

Title IX of the Educational Amendments of 1972 mandates that no student shall on the basis of sex be excluded from participating in, be denied the benefits of, or subjected to discrimination under any education program or activity receiving Federal assistance.

The Civil Rights Act of 1964, Title VII, prohibits discrimination on the basis of sex, race, color, religion, and national origin.

Public Law 93-380 Educational Amendments of 1974, has provision for assessing the status of career education programs and practices, including a reassessment of the stereotyping of career opportunities by race or by sex.

Public Law 94-482, The Educational Amendments of 1976, Title II--Vocational Education mandates that each state carry out vocational programs which are devoid of sex discrimination and thus furnish equal educational opportunities in vocational education to persons of both sexes.

Public Law 94-482--Title III, Part C--Career Education, provides for the planning for the assessment of the status of career education and career development programs and practices, including a reassessment of the stereotyping of career opportunities by race or by sex.

6.1 STRATEGIES

6.1.1 The State Department of Education, local educational agencies, governmental agencies, state and local advisory councils will endeavor to eliminate sex and racial stereotyping by assuring adherence to the aforementioned legislation pertaining to sex stereotyping.

6.1.2 Each local educational agency will maintain lists of organizations which address the interests of women and minorities so that members can be contacted when resource persons are needed or as advisory councils are established. (Lists of state organizations and human resources can be found in sections IV-A and V of the accompanying Resource Directory for Career Education.)

6.1.3 Local educational agencies should take extra measures to preview all new materials before purchasing to eliminate any materials which incorporate sex and racial bias. (Section VI of the accompanying Career Education Resource Directory contains lists of materials which are validated as being free of bias.)

6.1.4 Counselors and teachers are encouraged to become active in providing group sessions that address the stereotyping issues.

6.1.5 Students should be given the opportunity to explore the "real world"--making certain that biased or stereotyped happenings or situations are identified and discussed.

6.1.6 Career education concepts should be utilized in improving the self-concept of female and minority students.

6.1.7 The curriculum should emphasize the dual roles of women and men as parents, homemakers, and wage earners.

6.1.8 The role of women and minorities in the development of our country should be stressed in the curriculum.

6.1.9 It is essential that all in-service activities be utilized to develop curriculum materials and classroom practices which emphasize men and women in non-traditional careers. (Materials with suggested activities for in-service training can be found in Sections III and VI of the accompanying Career Education Resource Directory.)

6.1.10 Educators who are aware of discriminatory practices in the classroom should make every effort to bring about correction within the school system.

6.1.11 All students should be encouraged to develop nonsexist attitudes about participation in school-related activities.

6.1.12 Students should be encouraged to see themselves and adults with whom they have contact in multiple family and personality roles.

6.1.13 Students should be made aware of the legislation germane to sex and racial discrimination.

Objectives for the elimination of stereotyping in postsecondary institutions are in Section III.

SECTION VII

7.0 ESSENTIALS OF THE CAREER GUIDANCE PROCESS

Career guidance is a fundamental component of career education. Career guidance is based on a systematic process of human development which can be described as occurring in four major areas:

- Self-concept and self-awareness development
- Acquiring decision-making skills
- Developing environmental understanding and awareness
- Relating to the world of work

While these areas cannot be separated in real life, in discussions they can be dealt with independently. There is also a logical sequence for emphasizing each of the areas.

At the beginning of the process is the necessity that a person become aware of himself as a person and have knowledge of his interests, values, aptitudes, and attitudes. This self knowledge is the foundation for the development of a realistic self-picture and contributes to the ability of the person to make rational decisions.

The second step in the process is that of learning and practicing the skills of decision-making. Aiding the student to utilize these skills in making rational decisions on a day to day basis helps prepare him to make decisions of increasing magnitude and difficulty.

The third step after a person has begun the process of developing a realistic self-concept and has developed some decision-making skills is the consideration of the type of life style he wishes. The process of

deciding on a life style and developing decision-making skills may be occurring at the same time.

In the final step of the process the person can begin to see ways to develop a positive relationship between himself and the world of work.

These areas may overlap, but their sequence appears to be the same at all age levels. For a five year old, his statement that he wants to be a fireman, while primarily based on fantasy, employs feelings of adequacy (self-concept), decision-making, life style (he may like to ride a red fire truck), and the world of work (he has seen firemen in action). The process for this child is appropriate for his five-year-oldness. A twenty-five year old person might make a similar but more realistic decision, using the same process, but on a much more mature and sophisticated basis.

The development of self-concept and self-awareness can be enhanced by helping students find answers to some very important questions, such as, "What am I like as a person?", "Who is this person called me?", and "How is this person, me, changing and what will I be like as a result of this change?"

The process of building decision-making skills follows very closely and complements the process of building a self-concept. As a person feels positive about himself and is given the opportunity to make decisions which turn out well, he gains more confidence and is able to risk making more important decisions. The development of these skills involves the cooperation of counselors, teachers, administrators, and parents who allow and encourage students to explore alternatives and make decisions.

Life style refers to the interaction of values, attitudes, choices, strategies, and behaviors by which a person establishes goals and copes with his environment.

Career guidance has the task of relating a life style to work that is satisfying to the individual. As students develop realistic self-pictures, learn decision-making skills, and observe how people around them live and cope with their environments, it follows that these individuals will make choices of how they wish to live and develop careers which will allow them to implement their chosen life styles.

Because the four major parts of the process are interdependent, it is apparent that failure to develop any one of these areas will seriously hamper the process of career development. Therefore, a systematic career guidance program is essential in helping students in the process of career development.

7.1 COMPONENTS OF A CAREER GUIDANCE PROGRAM - WHAT ARE THE PARTS?

All of the necessary activities of a career guidance program can be classified into seven major components or parts:

- Career Related Curriculum Base
- Pupil Data System
- Information System
- Work Observation and Experience
- Group and Individual Counseling
- Educational and Occupational Placement
- Research and Evaluation

Most schools have already developed some of these components, and some schools have begun activities in all seven. For a career guidance program to have its full impact on all students, however, all of the parts must be well-developed and functioning, and all of the parts must be working well together. Coordination of the efforts of persons working in all parts of the program is very important to an effective delivery system.

Some of the components of a career guidance program may have had their beginnings in schools as "guidance services" and may have been thought of as desirable accessories for a school which could be added by hiring a counselor. The rapidly changing needs and opportunities of youth today, however, require that some of these former "services" become integral parts of the educational program. Without these parts, the career guidance program cannot function effectively, and many students will continue to flounder in school and through later stages of their careers.

Other components of the career guidance program are relatively new and call for new methods and materials. Thus, the maximum effectiveness of a career guidance program requires that all parts, both old and new, be developed and focused upon increasing the vocational maturity of all students.

A brief description of each component of a career guidance program follows.

7.1.1 Career Related Curriculum Base

The heart of a career guidance program is in the curriculum. Through the instructional program, including the use of projects, field trips, resource persons, occupational illustrations, group discussions, and many other means, the relevance of the regular subject matter is made clear to students. Without changing the basic content, a new focus on career implications provides students a better chance to understand the personal meanings that school subjects have for them. Through understanding how different workers need and use school subjects, the importance of learning becomes more of a reality to students.

7.1.2 Pupil Data System

Although cumulative records and pupil testing programs exist in

nearly all schools, the purpose of the efforts they require is often in doubt. However, in the career guidance program, with the need to help students better understand themselves and to make plans and decisions, the purpose becomes clear. The basic reason for collecting and accumulating information about individual students is not just to have a record but to have meaningful data available for use by the students and other individuals concerned with their development.

For many schools this may mean that persons responsible for the present pupil data systems need to find more efficient ways to collect and store the information and turn their main attention to finding appropriate ways to help students (and their parents and teachers) make use of the information. Having established the primary purpose of the pupil data system may also help school staff decide what types of information might be most worthwhile in terms of the efforts required for its collection.

7.1.3 Information System

The beginnings of a comprehensive educational and occupational information system can be found in nearly all schools, and some schools, particularly at the high school level, have well developed systems. To be a fully functioning part of a career guidance program, however, an information system should meet the following criteria:

7.1.3a Comprehensiveness (provides thorough local, regional, and national information regarding education and occupational opportunities)

7.1.3b Availability (easily obtainable by students, parents, and teachers at all grade levels)

7.1.3c Currency (has built-in system for updating information and replacing outdated materials)

7.1.3d Utility (includes appropriate and imaginative methods for encouraging the use of the information in classroom activities, programs, group guidance and counseling, co-curricular activities, in-service staff activities, community programs, parents' meetings, bulletin boards, etc.)

Alabama is fortunate to have available through a grant from the Department of Labor a computer based Occupational Information System which is described in Section I. This system is presently operational in 80 schools in the state.

The information system should include a variety of media. Experts such as librarians, teachers, guidance specialists, business and industrial personnel managers, and educational admissions officers may be enlisted in developing the information system. The Resource Directory which accompanies this Plan can serve as a beginning for each school's information system.

A comprehensive information system will include a roster of interested and available resource persons in the community and a procedure for inviting and fulfilling teachers' requests for these persons to visit their classrooms. The information system will also provide similar assistance to teachers in planning field trips. The section on human and physical resources in the Resource Directory is a beginning for a community resource file. Each geographical section of the state is represented with both type resources.

7.1.4 Work Observation and Experience

From the middle grades on through high school, an important activity of the career guidance program is helping students gain direct contacts with the world of work. This means that cooperative relationships between the school and the community will be well developed and that the school will be able to provide the flexibility for individuals and small groups of students to spend short periods of time away from school.

After a fairly thorough exploration of an occupation through information materials and perhaps resource persons, it will be possible for a student to spend a day, or some part of it, observing a worker in that occupation as that worker performs his or her regular tasks. Through watching and talking with the worker, more realistic understandings can develop. Following this type of activity, a student should be better able to select an occupation or profession (as many vocational students do now) and to gain some actual, supervised work experience in it.

The development of the work observation and experience component of a career guidance program requires a great deal of personal contact with employers and the organization of innovative scheduling of school work and transportation. However, the value of providing youngsters these real contacts with the world of work cannot be overestimated.

The EBCE models (experience-based career education) are examples of functional methods of work observation and experience. Conecuh County and Mobile County have federally funded projects operational during 1977-1979 which can serve as models for any system wishing to become involved in this alternative approach for senior high students.

7.1.5 Group and Individual Counseling

As students gain information about themselves through the pupil data system and through school and other experiences, they need opportunities to reflect upon it and put it into some kind of meaningful perspective. As they learn about their opportunities in the world of education and work, they need opportunities to personalize that information and make it meaningful in their own terms. It is for these reasons that group and individual counseling assume an important role in a career guidance program. Because of high pupil-counselor ratios it has been found that counselors working only in a one-to-one counseling relationship with students cannot have a significant impact upon even a majority of the school population. In addition, it has been found that students benefit from the reactions of other students to their own reports of experiences. Therefore, it has become apparent that an effective career guidance program will have a strong group counseling and guidance component. Such a component, if carefully planned and scheduled, can have an impact on all students. It has also been found that an effective group counseling program can increase the requests from students for individual counseling, and these requests should be honored.

7.1.6 Educational and Occupational Placement

As students prepare to leave school at graduation or before, their most immediate need is for assistance in making that next step in their careers. Helping students select, apply for, and make the transition into a junior college or technical school, an entry level job, a college or university, an apprenticeship program or trade school, or the armed services is the objective of the placement program.

Most schools are already performing the placement function with those graduates who are going to colleges and universities. Catalogs and application forms are obtained, and assistance is provided with transcripts and recommendation forms. To extend this assistance to all students leaving or graduating from school requires a systematic program utilizing the efforts of all teachers, administrators, counselors, State Employment Service personnel, business and industrial personnel managers, parents, and other community members.

SECTION VIII

8.0 INVOLVING THE BUSINESS, LABOR, INDUSTRY COMMUNITY

Without the active involvement of both the business-labor-industry community and the home and family structure, career education cannot succeed.

When the increasingly technological nature of our society is considered simultaneously with its increasingly rapid rate of change, it is clear that persons seeking to work must be equipped with a combination of adaptability skills (that will help them change with change) and a set of job-specific skills that will enable them to enter the labor market. It is equally clear that our current system of formal education - from elementary school through college levels - has not changed in ways that will effectively equip students with both kinds of skills.

8.0.1 The business-labor-industry community will be encouraged to:

8.0.1a Serve as resource persons in classrooms at all levels of education both to help students know and appreciate relationships between education and particular kinds of work

8.0.1b Provide observational work experience, and work study to students and to those who educate students - to teachers, counselors, college professors, and administrators

8.0.1c Provide practical and expert knowledge and consultation of educators concerning the nature of work, the changing nature of occupations, learning opportunities in the business-labor-industry community, and basic principles of the free enterprise system and the organized labor movement

8.0.1d Provide collaborative assistance to educational personnel in attempts to help school leavers, at any level of education, make a successful transition from school to work

8.0.1e Provide effective ways of humanizing the work environment so that work in the world of paid employment can become more meaningful and more satisfying to individual workers

8.0.1f Serve as active participants in the education system's placement efforts (including both part-time and full-time placement)

8.0.1g Devise and implement ways of involving employees of the business/labor/industry/professional/government community in career education activities designed to contribute to the career development of such employees

There is absolutely no way a career education effort can be successful if the business/labor/industry/professional/government community is not actively involved. If career education efforts are successful, this part of the total community must certainly share part of the credit.

8.1 COMMUNITY ORGANIZATIONS HAVING EDUCATION/WORK GOALS

Any comprehensive career education program will include the involvement of key organizations such as: (a) local service clubs; (b) Scouting, USA; (c) Girl Scouts of the USA; (d) patriotic organizations; (e) local councils of churches; (f) business and professional women's clubs; (g) National Alliance of Businessmen; and (h) local chamber of commerce. The primary

career education roles to be played by such organizations include:

8.1.1 Studying and making provisions for involvement and participation of maximum numbers of school age youth in their organizational activities

8.1.2 Studying and making provisions for ways in which their activities and programmatic efforts can be fitted into the total career education effort--rather than operating independent of or in competition with that effort

8.1.3 Studying and making provisions for ways in which the total resources of the community may be utilized and shared by all such organizations in ways that provide maximum benefits for youth and efficient use of community resources

8.1.4 Studying and making provisions for ways in which the efforts of each of these community organizations can be made a supplementary, rather than a competitive, resource for student use in career awareness and career exploration activities

8.1.5 Serving as members of a "community career education action council"

SECTION IX

9.0 TRAINING AND RETRAINING OF PERSONNEL

Society is undergoing such rapid changes which directly influence the educational system that in-service education must be the vehicle through whice the competencies of school staff are upgraded. In order to prepare educators with the training necessary to cope with changes, and professional competencies, the in-service program must provide a structure to initiate such an educational change effectively.

The career education in-service program must provide definite direction, clarity, convey new knowledge, develop new educational skills, and foster new positive attitudes toward the world of work that intensify personal commitment and involvement and provide active experiences for the classroom teacher. The main strength of in-service training comes from recognition that success to any educational change is only as effective as efforts expended by classroom teachers. Therefore the role of in-service education is identified to acquire teaching competencies necessary to upgrade educators and prepare them for change.

The following represent critical components for effective in-service:

9.1 DEVELOPING STAFF IN-SERVICE FOR LOCAL SCHOOLS (NEW PROGRAMS)

9.1.1 Coordinator(s) and/or consultants orient teachers to basic career education concepts and structure. This is an important component that sets the educational basis for the program.

9.1.2 Familiarize staff with goals and major objectives for the school's program

9.1.3 Identify and describe general plan for implementation to entire school staff as well as the teaching staff

9.1.4 Provide a session where the teachers will become familiar with instruction materials and resources, both in-house and commercial

9.1.5 Time should be provided to allow teachers an opportunity to develop objectives, content, activities, and related material for career education implementation in all teaching areas

9.1.6 Coordinator deals with special or unique problems for teachers and suggests alternatives

9.1.7 Develop a device for feedback and evaluation on success of in-service with respect to implementation for each staff person

9.2 DEVELOPING STAFF IN-SERVICE FOR LOCAL SCHOOLS (CONTINUING PRIOR ACTIVITIES):

9.2.1 Review of general career education concepts and fundamentals

9.2.2 Discussion, identification, and evaluation of any changes in local career education process

9.2.3 Special consultative visits for program improvement. State staff or some education specialist can be used here.

9.2.4 Provide opportunity for input from staff on suggested alternatives for career education content and structure

9.2.5 New materials disseminated on resources, content, and techniques

9.2.6 Organize an instructional module to encourage staff to improve, adjust, or modify present infusion with respect to any changes in the school's goals and objectives

9.2.7 Establish priorities in terms of what components of the program will be emphasized and which will be dealt with initially

9.2.8 Review any changes in the evaluation scheme

SECTION X

10.0 EVALUATION PLAN

Evaluation is an integral part of the inclusion of career education into the educational system in Alabama. As such, the evaluation role is a significant tool in the management of the curriculum change process. To achieve the largest possible gain from career education programs and practices, evaluation is considered to be an undertaking in partnership between the Alabama State Department of Education and local school systems.

The evaluation process depends upon the level of implementation and upon specific costs required for these activities. Because of this, the evaluation of career education is dependent upon both state and local funding.

In any situation involving evaluation, there are usually at least two schools of thought. One school focuses on precision, proof, and hard data while the other school concentrates on values of self-actualization and free play of natural forces. Which type of evaluation will be used depends upon the educational viewpoint held by those who are doing the evaluating.

10.1 PURPOSES OF EVALUATION

Career Education evaluation has two principal purposes:

10.1.1 Improvement of processes in the areas of teaming, data collection and use, goal and objective development, and guidance unit development and implementation

10.1.2 Improvement of the components including such aspects as purposes and intents, student's progress, methods, techniques, materials, and quality of learning outcomes

The point at which evaluation starts and ends is with each objective that is based upon substantial local need data.

10.2 GOAL STRUCTURE-EVALUATION RELATIONSHIP

The Alabama career education state plan establishes goals and objectives designed to provide direction for both the career education management process and the desired learner related outcomes resulting from program implementation and operation. Therefore, the goals and objectives in the state plan with their accompanying strategies and activities have been designed to point to outcomes of two types:

10.2.1 Those directly related to the management processes and functions necessary at the state level to assure successful inclusion of career education programs at the local level

10.2.2 Those which are directly related to the student in terms of the individual student's knowledge, awareness, and understanding of the living, learning, career selection process

10.3 EVALUATION RESPONSIBILITY SCHEME

Management Level	Management (Process) Related Objectives	Learner Product Related Objectives
State Level (SEA)	Specific Responsibility for Measurement	General Responsibility for Measurement
Local Level (LEA)	General Responsibility for Measurement	Specific Responsibility for Measurement

Specific responsibility is retained at the state level for evaluation of the management goals and objectives of the state plan; specific responsibility is retained at the local level for evaluation of the learner outcomes resulting from each local system program. General responsibility is indicated at the state level for evaluation of learner outcomes in the sense that coordination, technical assistance, and similarly related activities fall under management at the state level; general responsibility is indicated at the local level for management objectives in the sense that local system projects will interface with the state goal structure and general program management requirements.

10.4 ONE- AND FIVE-YEAR EVALUATIONS

The evaluation plan takes into account required evaluation activities at one- and five-year intervals. Successive one-year evaluations will be made throughout program operation. Findings resulting from the yearly evaluation, when indicated, will be recycled and incorporated into program operation during the succeeding year. Program operation, then, will recycle activities, strategies, and resources into each succeeding year, and at the same time interface with the five-year interval for long-range plan operation.

10.5 EVALUATION PROCEDURE

Evaluation activities will be conducted to measure goal attainment of the career education program at the state and local level by taking into account management and learner objectives.

10.6 MANAGEMENT RELATED OBJECTIVES EVALUATION

The process involved in implementing and operating the career education program at the state level will be evaluated. Measurement of outcomes related to attainment of goals and objectives will include the following considerations:

10.6.1 Measurement of the actual timing and sequencing of activities against the timing and sequencing indicated in the state plan

10.6.2 Incorporation of process evaluation techniques directly related to implementation and operation of the state plan, which include:

10.6.2a Checklists of activities, schedules, and the like

10.6.2b Activity logs

10.6.2c Questionnaires, opinionnaires, surveys, and other similar instruments

10.6.3 Attention to perceptions and opinions regarding career education from interested and constituent groups--for example: parents, students, people from labor-business-industry, community groups and individuals, advisory panels, state and local education staffs, and the like

While those persons who are in positions to make judgment about a school's career education methods should be involved in the evaluation process, the career education coordinator and/or a local school implementation committee should have the primary responsibility for evaluation. Representatives of the following should be brought into the evaluation activity:

10.6.3a The students, parents, faculty/staff, and former students can make inputs through interviews or questionnaires

10.6.3b The advisory council, administrators, and others who are directly responsible for the implementation will naturally make judgments of their own and should be encouraged to report them at staff meetings, council meetings, and develop written reports

10.6.3c The coordinator or the advisory council, due to their responsibility for establishing directions and procedures, are concerned with evaluation. If the council is to be in a position to determine new objectives and policies intelligently, it should have the opportunity to observe results directly and to examine the judgments from all other sources

10.7 LEARNER RELATED OBJECTIVES EVALUATION

Each local education agency applying for career education program funds will both assume specific responsibility for evaluation of learner outcomes and, through the application process, demonstrate that plans and procedures will be developed for conducting evaluation so that coordination and interfacing are possible in relation to the state plan, the goal structure for career education, and the management goals and objectives existing at the state level for the program. Local evaluation plans should also take into account varying student characteristics and populations and activities and programs directly related to training.

Through technical assistance at the state level during the application process and throughout local system program operation, local systems will have available to them assistance in designing and carrying out their proposed evaluation activities. Specifically, it is intended that local system evaluation plans will include, within parameters determined by the career education plan at the state level, a local program evaluation design and indication of instrumentation which will be used to measure program objectives. Particular attention will be given to local

system applications and programs with regard to the state goal structure to assure that locally funded program objectives are directly related to the goals and objectives determined for program direction at the state level.

Selection of evaluation design and instrumentation must fall within acceptable parameters, however, given local differences, levels of funding, objectives of each local program, and instrumentation available, the approach from the state level will be to provide a flexible framework for local program evaluation assistance. In addition, an attempt will be made to work cooperatively with locally funded projects for the purpose of establishing procedures for making available to other school systems throughout the state successfully operated projects and activities.

10.8 STEPS IN EVALUATION

While the steps in the evaluation process appear simple, the real problems occur when decisions have to be made repeatedly as to when to evaluate and who should be in on the evaluation. The steps in evaluation include:

10.8.1 Formulating the questions to be answered

10.8.2 Collecting data which will assist in answering the questions

10.8.3 Analyzing the data and interpreting what they mean as answers to the questions

10.8.4 Modifying plans, operations, and program directions in light of the findings

10.9 STRATEGIES

10.9.1 Evaluation should be continuous throughout the development and implementation effort rather than an activity which occurs at the end.

10.9.2 The evaluation process should be an unobtrusive part of the total effort.

10.9.3 Each objective should relate to the expected outcomes of the career education implementation.

10.9.4 Evaluation should measure the extent of progress toward accomplishing stated objectives and assess participant reactions to the processes being used.

10.9.5 Evaluation techniques should be selected and used to collect both formative and summative data, with priority being given to the collection and use of formative data.

10.9.6 The evaluation process must be carefully planned and coordinated to collect valid and useful data and avoid unnecessary duplication of effort.

10.9.7 A variety of evaluation techniques and instruments should be considered and selection should be based on the particular activity, group, and circumstances.

10.9.8 Maximum use of outputs from the evaluation process should be made to improve the total career education staff development effort.

10.9.9 Where time or other pertinent factors dictate, consideration should be given to utilizing consultant help in developing an evaluation strategy, evaluation instruments, and in analyzing and interpreting the results for maximum results.

SECTION XI

11.0 DISSEMINATION PLANS

Effective planning and implementation of the Alabama Career Education Plan for 1978–1983 depends upon broad based support from all segments of our society. To generate this support, career education has to be presented in a practical and easily understood way. A cycle of planning, demonstration or pilot, and implementation is proposed for local education agencies so as to allow time for generation of interest, awareness, trial, evaluation, and adoption of comprehensive career education.

Dissemination activities within the local education agencies involved in planning, demonstration, implementation, and evaluation will be the responsibility of those local education agencies. The dissemination of information germane to the Alabama State Plan for Career Education to those local agencies and all citizens of the State will be the responsibility of the State Department of Education aided by the Career Education State Advisory Council.

Each goal for the five-year cycle of this Plan as outlined in Section III has dissemination activities interwoven into the objectives and strategies for achievement.

Dissemination of information about the State Plan for Career Education, career education practices and products, and results of the career education efforts statewide, regionally, and nationally will be in the following manner:

Strategies		Responsibility	When
11.0.1	Conduct regional meetings with LEA's	Career Education State Staff	1st and 2nd year
11.0.2	Utilize consultants within the existing divisions of the State Department of Education to provide consulting and technical services to local education agencies	State Department of Education	Continuous
11.0.3	Development and encouragement of use of a statewide speakers' bureau for career education	Career Education State Staff and Advisory Council	2nd through 5th years
11.0.4	Conduct statewide conference or workshop for all persons interested in promoting career education	Career Education State Staff and Advisory Council	Each year
11.0.5	Conduct in-service orientation workshops at local levels	State Staff	1st and 2nd years
11.0.6	Conduct implementation workshops	Local education agencies	Each year
11.0.7	Keep all interested persons informed of current practices and procedures via publication of periodical newsletters and reports	State Staff, local education agencies and advisory council public relations task force	Continuous
11.0.8	Award yearly planning, communication, and implementation grants to local education agencies developed to correlate with State Plan	State Department of Education	Each year

Strategies (Continued)		Responsibility (Continued)	When (Continued)
11.0.9	Publicize sites receiving grant awards and accomplishments of each	State Staff and Advisory Council	Each year
11.0.10	Publicize career education to state organizations such as APGA, AEA, PTA, GCA, Chamber of Commerce, AVA, etc., via pictorial displays and brochures	State Staff and Advisory Council	Continuous
11.0.11	Publicize career education to local advisory councils	Local education agencies, State Staff, and Advisory Council	Continuous
11.0.12	Use of public news media to generate support for career education	State Staff, local education agencies, local and state advisory councils	Continuous
11.0.13	Publicize services of ERIC, AIM, ARM, NACE, NCCE, and other national agencies via use of State Career Education Resource Directory disseminated to local education personnel and via use of Alabama Occupational Information System and Alabama Information Development System	State Staff	Continuous
11.0.14	Establish communication network between local career education coordinators and the State Career Education Office	State and local staffs	2nd year

SECTION XII

12.0 APPROACHES FOR POSTSECONDARY

Alabama's position statement and definition for career education as described in Section I, clearly provide for the infusion of career education at all levels of instruction, Kindergarten through Postsecondary. Therefore, in developing plans, goals, and objectives for career education, it is necessary to provide some direction for the postsecondary institutions.

The term "Postsecondary Institutions" is truly comprehensive in meaning and is quite inclusive as to types and numbers of institutions. Postsecondary institutions have a varying degree of autonomy especially in Alabama and yet they do function cooperatively in providing support for the implementation of programs for development of career opportunities.

Recommendations, legislation, and regulation affecting postsecondary institutions must be facilitating rather than mandatory.

Flanagan in his "Project Talent" records has found that more than half of what high school seniors learned was learned outside of school. Consequently, the answer to the question "What school did you learn in today?" has many implications for each person's career development and will include every element of the business, labor, industry, and professional groups.

In developing objectives for plans for implementation of career education at the postsecondary level, it is necessary to distinguish between the different kinds of postsecondary programs in Alabama. In addition to the 28 four-year institutions which prepare teachers at the baccalaureate level, there are 20 junior colleges and 26 technical institutions and colleges.

In accordance with the legislation under which the junior colleges were established, their primary mission is to provide two years of college level study leading to an Associate Degree. Credits from these junior colleges are transferable to a four-year institution. Although the instructional programs are primarily designed to be academic in nature and transitional in terms of career goals, all junior colleges have a variety of programs which prepare youth and adults for employment. In addition, some of the 20 junior colleges have been designated as community colleges, a term that indicates that they are primarily community oriented. In addition to offering courses that lead to further study at a four-year institution, programs are provided that prepare students for employment at the completion of a two-year program in areas which generally do not duplicate the skill development programs in the technical institutions and colleges. Further course offerings, tailored to meet community needs and interests, consist of short courses and adult and continuing education programs.

Another classification of postsecondary schools consists of the 26 technical colleges and institutes. (15 are now designated as technical colleges and 11 are trade and technical institutes.) Their primary purpose is to provide job preparation programs.

Although these postsecondary programs differ in purpose, organization, and administrative control, certain general objectives related to implementation of career education are common to all.

12.0.1. Each postsecondary institution by September, 1979, will be encouraged to organize career education councils made up of representative administrative units for the purpose of

planning, developing, and promoting the following career education activities, programs, and services:

12.0.1a To provide all students with information about available program offerings and resulting career opportunities

12.0.1b To provide students with aptitude and achievement testing opportunities and counseling and placement services

12.0.1c To provide students with current and projected job market information on a local, regional, and national level

12.0.1d To provide opportunities for students to explore different career fields by study, observation, or work experience

12.0.1e To provide opportunities for continuing linkages between the postsecondary institution students and staff and community, business, industry, labor, and professional organizations

12.0.1f To provide instructional programs which will give all students skills in conducting job search campaigns, preparing resumes, writing letters of application, and interviewing for employment

12.0.1g To encourage all faculty members to incorporate career-oriented learning experiences and materials into the curriculum content of their subject matter specialties

12.0.2 At least one institution in each of the categories of postsecondary institutions will be encouraged to develop a model incorporating all seven of the activities by the end of the Spring 1979 school term.

12.0.3 By the end of the first year, each of the postsecondary institutions referred to above will have been encouraged to establish a curriculum committee to assess the effectiveness of program offerings. This committee will work in close liaison with local advisory councils as specified in objective 12.0.1.

12.0.4 By the end of the third year, each institution which prepares teachers for Alabama certification will have been encouraged to review it's curriculum and identified content for career development which can be included at each grade level and subject matter specialty. This will be the first step toward an attempt to incorporate career education into proposed standards of certification for teachers.

12.0.5 By the end of the third year, each of the other postsecondary institutions (junior colleges, community colleges, technical colleges, technical and trade institutions) will have been encouraged to review their curricula to insure that the various career options which can result from successful completion of the programs have been identified.

12.0.6 By the end of the fifth year, each institution will have been encouraged to have an interdepartmental plan for career development content for all students enrolled in teacher education programs.

12.0.7 By the end of the fifth year, all institutions will have been encouraged to implement procedures for accomplishing each of the above.

12.1 CURRICULUM ENRICHMENT

12.1.1 By the end of the first year, each postsecondary institution which sponsors a student service, social, or honor society or club or has a campus affiliate of a high school organization will have been encouraged to request such organizations to include in their program of activities information about the contributions their program makes to career development.

12.1.2 By the end of the fourth year, such organizations will have been encouraged to publish and disseminate a statement which describes the contribution each organization makes to career development of its members.

12.2 SPECIAL GROUPS

12.2.1 By the end of the second year, each postsecondary institution will have been encouraged to have an organized procedure for identifying the career education needs of those students identified as those with special needs (disadvantaged, handicapped, minorities, etc.).

12.2.2 By the end of the fifth year, each institution will have been encouraged to develop courses, programs, or curriculum content designed to meet the career development needs of each special group.

12.3 ELIMINATION OF STEREOTYPING

12.3.1 By the end of the second year, the aforementioned Curriculum Review Committee initiated in 12.0.3 above will have been encouraged to review admission policies and enrollments in programs to identify any areas in which stereotyping may be eliminated.

12.3.2 By the end of the fifth year, the Curriculum Review Committee will have been encouraged to conduct a follow-up study to assess the effects of efforts to eliminate stereotyping by sex and/or race.

12.4 CAREER COUNSELING, PLACEMENT, AND FOLLOW-UP

12.4.1 Initial implementation of the general objective 12.0.1b, to provide students with opportunities to be tested and counseling and placement services, will be encouraged by the end of the second year and will be fully operational under the direction of the Counseling Education Department of Student Services Division of each institution by the end of the fifth year.

12.5 TRAINING AND RE-TRAINING OF PERSONS INVOLVED IN CONDUCTING CAREER EDUCATION

12.5.1 By the end of the second year, at least one teacher education institution will be encouraged to make available through workshops or credit courses opportunities for in-service experiences and learning about career education development programs at local, state, and national levels.

12.5.1a These workshops and/or credit courses should be coordinated with the philosophy, concepts, goals, and objectives outlined in the State Department of Education's State Plan for Career Education.

12.5.1b Informational packets pertaining to the initiation and planning for these workshops and/or courses should be provided the Chief Specialist of Career Education for the purpose of facilitating statewide dissemination and involvement.

12.5.2 During years 1979-183, all institutions will be encouraged to implement plans for in-service and pre-service of teachers, counselors, and administrators.

12.6 INVOLVEMENT WITH BUSINESS, LABOR, AND INDUSTRY

12.6.1 In implementing the objectives described previously, the achievement of this objective will insure that each post-secondary institution will have been encouraged to establish effective linkage with and involvement by business, labor, industry, professional, and community groups.

12.6.2 By the end of the fifth year, each postsecondary institution will have been encouraged to develop handbooks or guidelines for continuing involvement with all segments of society toward career development for all students.

Resources which can be utilized in the achievement of the objectives above can be found in the Resource Directory which accompanies the State Plan.

SECTION XIII

13.0 EXPERIENCE-BASED CAREER EDUCATION

The partnership between school and communities has steadily grown in Alabama during the past decade. This growth has resulted in the availability of resources in virtually every community sufficient to support experience-based programs. Coupled with a cadre of trained Experience-Based Career Education consultants, those resources can now be arranged effectively to meet EBCE implementation requirements thus increasing student contact with working adults.

Individual student contact with working adults and the community has always been the focus of career education implementation within Alabama. Additionally, countless students have benefited from such contact through co-op vocational education programs, job placement services, and other such programs. EBCE is, therefore, viewed as one capstone in the total process of meeting career development needs of students, not the beginning of community-based learning.

While EBCE has a community component common with those programs, it represents a new type of school-community interaction with objectives which meet developmental needs unique to secondary students including reality testing of a self concept, reformulation of career hypothesis, value clarification, and decision-making. EBCE, therefore, is not designed to duplicate or replace exploratory features of the middle school or existing vocational programs, but will serve rather as a logical extension of the process of career development stemming from an overall developmental, conceptual program framework.

13.1 OBJECTIVES

Within the framework the following objectives are identified:

13.1.1 The SDE will communicate to LEA's the usefulness for EBCE as a viable option for the meeting of assessed student career development needs at the secondary level.

13.1.1 The SDE will disseminate to LEA's appropriate printed matter containing EBCE program descriptions of validated projects useful in EBCE implementation activities.

13.1.3 The SDE will provide training and technical assistance for the development and implementation of EBCE programs in local school districts.

13.1.4 The SDE will develop and provide a rationale and conceptual structure for EBCE stating concisely programmatic expectations, operational standards, and LEA responsibilities upon which SDE endorsement and commitment rest.

13.2 ACTIVITIES

The following activities will be conducted in order to accomplish those activities during the funded period:

13.2.1 The SDE will conduct conferences, seminars, and in-service sessions which communicate that the concepts of EBCE are desirable and ought to be encouraged.

13.2.2 The SDE will collect and distribute instructional materials, abstracts of validated EBCE programs, and other related printed matter for use by LEA's in the development and implementation of EBCE programs.

13.2.3 The SDE will train a cadre of at least ten EBCE consultants who will be available to assist LEA's in accomplishing the following:

13.2.3a Assessing needs

13.2.3b EBCE readiness

13.2.3c Planning

13.2.3d Implementation

13.2.3e Evaluation

13.2.3f Dissemination

13.2.4 The SDE will activate a task force for the purpose of developing EBCE programmatic expectations, operational standards, and LEA responsibilities. Such minimum standards will serve to insure program quality and will provide the basis for SDE support and endorsements.

SECTION XIV

14.0 ADMINISTRATION AND MANAGEMENT

Responsibility for leadership, administration, and development of the State Plan for Career Education rests within the Division of Instructional Services of the Alabama State Department of Education and the management of all activities, strategies, and procedures for the plan remains with the Chief Specialist for Career Education. The Career Education Unit is under the supervision of the Assistant Director of the Division of Instructional Services who coordinates the Career Development and Pupil Personnel Services Section of the Alabama State Department of Education.

For management purposes and delivery of services to local school districts, the State Department of Education has divided itself into seven different divisions; each division being under the supervision of an Assistant Superintendent. Evidence of this is demonstrated in the State Department of Education organizational chart shown on page 123.

As evidenced in the department chart for the Division of Instructional Services, the career education staff has the latitude and longitude to work with all sections of the Instructional Services Division.

Fiscal accounting for career education funds will be the responsibility of the Division of Administrative and Financial Services. Whereas all divisions within the State Department of Education will be involved in career education efforts, several divisions will probably be receiving funding from varied sources and will share in the administration of funds to the local education agencies. The Federal Programs Section under Title IV-C has funded career education projects in local education agencies for the past three years. The vocational education services such as distributive education, industrial arts, home economics, health occupations, and others stress the importance for career education activities.

14.1 STATE COORDINATOR/CHIEF SPECIALIST

The state coordinator/chief specialist employed by the State Department of Education Instructional Services Division serves as liaison between the individual program specialists within the Department, the respective division directors, local education agencies, and other agencies within and outside the Department of Education. The coordinator/specialist also serves as liaison between the state advisory council, other state education agencies, and national career education personnel; coordinates career education planning at the state level; coordinates communication and dissemination with appropriate United States Office of Education personnel; coordinates planning and implementation with the local education agencies; provides assistance in budgetary matters when necessary; conducts local and regional pre-service and in-service when requested; and conducts state and regional conferences and workshops.

14.2 CAREER EDUCATION STAFF

Administration and management of career education by a staff employed by the State Department of Education shall assume the following responsibilities.

14.2.1 To meet and consult with the state career education advisory council in the planning and implementation of career education

14.2.2 To develop in cooperation with the Division of Administrative and Financial Services criteria manuals and application forms for funding LEA's planning and implementation activities

14.2.3 To conduct regional briefing for local personnel to help them plan and develop local education agency proposals and to familiarize them with forms and guidelines for project application and operations

14.2.4 To distribute career education information to local school systems

14.2.5 To provide technical assistance in the development, implementation, and evaluation of career education proposals to local

education agencies through written communications, telephone conversations, and office and field visits

14.2.6 To receive and distribute proposals and coordinate the review process

14.2.7 To coordinate with other division directors the activities of staff members having major responsibility for career education efforts

14.2.8 To prepare and submit to the State Career Education Advisory Council, State Superintendent, and State Board of Education such information and reports deemed necessary to support achievement of their duties and responsibilities

14.2.9 To prepare and submit to the U.S. Commissioner of Education such reports as he may deem reasonably necessary

14.3 ADMINISTRATION OF FUNDS

Any funds received for the planning and administration of career education from state and/or federal sources may be used for the following purposes:

14.3.1 Employing of the state coordinator/chief specialist for career education and of the coordinator's/specialist's staff

14.3.1a Purchasing materials and supplies for maintenance of the state office

14.3.2 Providing state leadership for career education, either directly or through arrangements with private nonprofit and public agencies and organizations (including institutions of higher education), in:

14.3.2a Conducting in-service training for education personnel

14.3.2b Training local career education coordinators

14.3.2c Collecting, evaluating, and disseminating career education materials on an intrastate and an interstate basis

14.3.2d Conducting statewide needs assessment and evaluation studies

14.3.2e Conducting statewide conferences

14.3.2f Engaging in collaborative relationships with other agencies of state government and with state organizations representing the business-labor-industry-professional community

14.3.2g Promoting the adaptation of teacher-training curricula to the concept of career education by institutions of higher education located in the state

14.3.2h Operating the State Advisory Council for Career Education

14.3.2i Reviewing and revising the State Plan for Career Education

14.3.3 Making grants to local education agencies for comprehensive programs including:

14.3.3a Infusing career education concepts and approaches in classroom grades K-12

14.3.3b Developing and implementing comprehensive career guidance, career counseling, career placement, and career follow-up services utilizing counselors, teachers, parents, and community resource personnel

14.3.3c Developing and implementing collaborative relationships with the business-labor-industry-professional-government community, including the use of personnel from that community as resource persons in schools and for student field trips into that community

14.3.3d Developing and implementing work experiences for students whose primary purpose is career exploration

14.3.3e Employing coordinators of career education in local education agencies or in combinations of such agencies (but not at the individual school building level)

14.3.3f Training of local career education coordinators

14.3.3g In-service education of teachers, counselors, school administrators, and other education personnel aimed at helping them to understand career education, including their roles in career education, and to acquire competencies essential for carrying out their roles

14.3.3h Conducting institutes to acquaint school board members, community leaders, parents, business, labor, and industry leaders with purposes for career education

14.3.3i Purchasing instructional materials and supplies for use in operating career education resource centers

14.3.3j Establishing and operating local advisory councils

14.3.3k Developing, reviewing, and revising local plans for career education

14.3.31 Conducting local and/or systemwide needs assessments and evaluations

The funding for career education is dependent upon commitment of Alabama's legislature and passage of legislation to adequately supplement resources received from the Federal government. Also, the total amounts needed for local implementation cannot be completely determined until the assessment of the non-educational communities is complete. The data received from this survey will determine the majority of the needs to be addressed and activities to be budgeted to meet these needs.

In terms of employment for a local career education coordinator in each of the 127 school systems, the estimated amount for years 1979-1983 will be $5,140,000.00.

The budget required for implementing operational plans to meet short range (one year) objectives will be an essential part of each local plan for career education. Objectives and activities for which current funds are not available will have to be postponed as long range plans and objectives. The total one year budget must be limited to the anticipated resources identified to carry out the operational plans and the personnel requirements for implementation and administration of career education efforts.

Local funds may be specifically identified for career education or they may be found under other categories such as library resources, guidance and counseling, or vocational education.

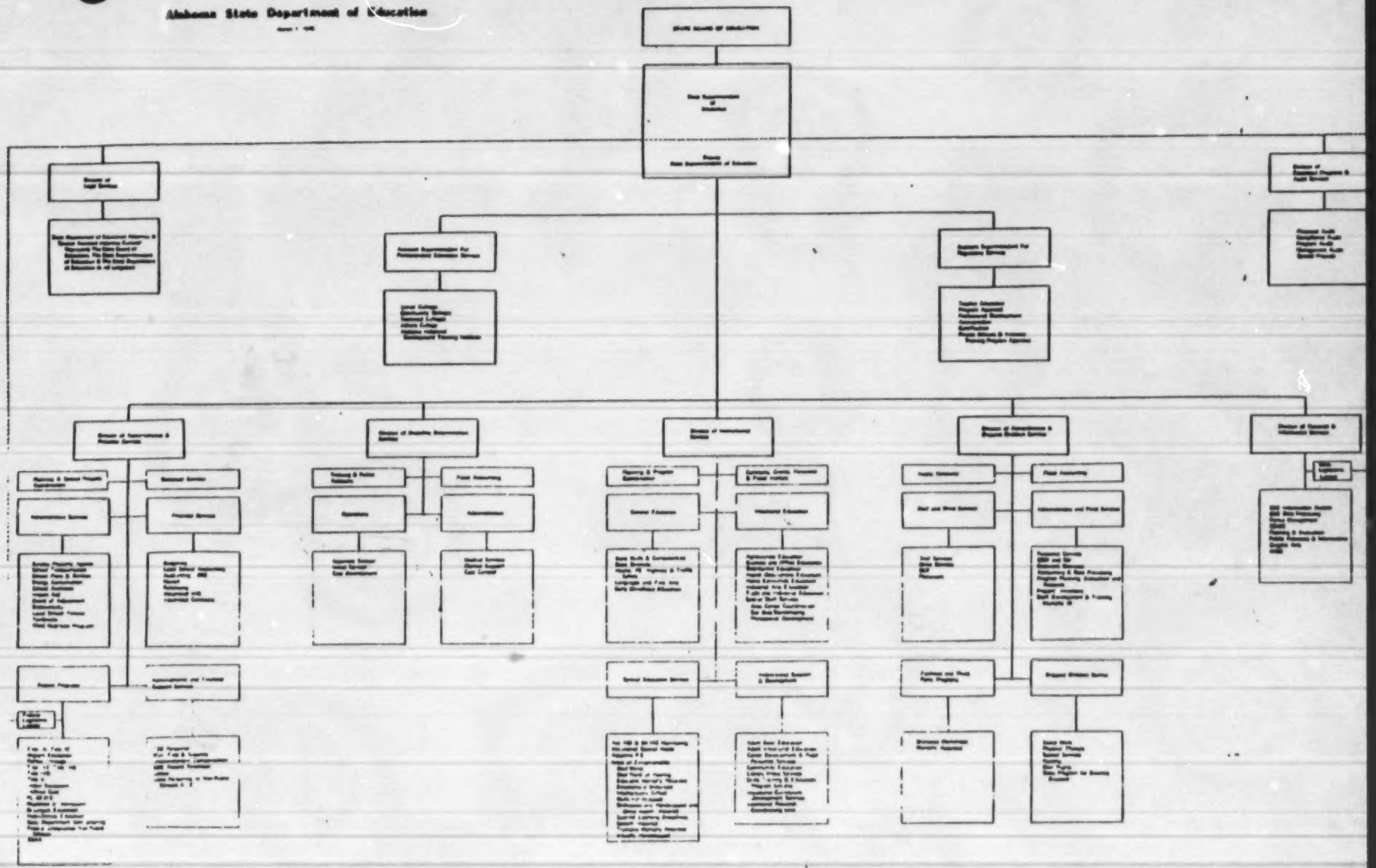
There are related state and federal funds that can be used for certain aspects of career education. Title I funds properly used along with other available resources, can be used to support the integration of career education concepts and activities with the ongoing curriculum for individuals in Title I programs. Title IV funds can also be utilized as follows: Title IV, Part B, may help the acquisition of instructional materials related to career education and also testing and guidance programs. Application for Title IV, Part C, funds can be made to support the adaptation/adoption of exemplary career education projects. Title VI funds, along with other available resources, can be used to support the integration of career education concepts and activities with the ongoing curriculum for individuals in Title VI programs. Vocational Education Act-Guidance monies can be used in supporting career guidance activities. Another source to explore is CETA (Comprehensive Employment and Training Act) Youth Projects. Contact the area Manpower Prime Sponsor or Manpower Office within the Department of Industry, Labor, and Human Relations. LEA's wishing to use any of the above-mentioned funds for career education, they should contact appropriate SEA personnel.

Currently, there is federal funding available for career education demonstration and exemplary projects for 1979-80. The Career Education Incentive Act has been passed by both the House and the Senate and signed by President Carter. It is now waiting budget appropriations. If it moves along on schedule, the funding could begin in FY 79.

As the law is written now, the funding allotment of each state will be ". . .an amount which bears the same ratio to such funds as such state's population aged five to eighteen, inclusive, bears to the total population, aged five to eighteen, inclusive, of all of the states. . ."

The bill requires that 85% of each year's appropriation for elementary and secondary programs to pass through the state department of education to local education agencies in the form of grants. States are specifically forbidden to distribute funds to LEA's solely on the basis of per capita enrollment.

Alabama State Department of Education



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SECTION XV

15.0 SUMMARY

For successful implementation of this State Plan for Career Education collaboration and coordination of efforts is vitally needed to insure that overlap and duplications will be avoided while support and responsibility can be assumed throughout the State Department of Education and local educational agencies. The responsibilities of every group concerned with the career development of students are briefly summarized.

15.1 STATE DEPARTMENT OF EDUCATION

15.1.1 The State Board of Education will provide the framework within which comprehensive implementation will be existent in each local educational agency by 1983.

15.1.2 The SDE will assure that career education is interwoven into the general courses of study for the state.

15.1.3 The SDE will establish broad guidelines for career education to be followed by LEA's.

15.1.4 The SDE will provide resource personnel to advise LEA's on proper implementation and administration.

15.1.5 The SDE will provide in-service as requested by LEA's.

15.1.6 The SDE will see that all goals and objectives listed in Section III will be accomplished.

15.2 LOCAL SUPERINTENDENTS

Local superintendents will be encouraged to:

15.2.1 Assume the responsibility of assuring that the local board is familiar with the career education concept and that a policy of support is adopted by the local board.

15.2.2 Provide leadership for implementing career education by working with teachers and counselors to establish, understand, and support.

15.2.3 Develop along with the local board a systemwide plan within the guidelines established by federal and state regulations and with adherence to local board policies.

15.2.4 Assume the responsibility of LEA implementation and provide the leadership in that career education will become an interwoven aspect of the total educational program.

15.2.5 Obtain a commitment for the time of the coordinator and other professional staff to be expended on career education planning.

15.2.6 Assist coordinator in soliciting staff members and community leaders to serve on committees.

15.2.7 Monitor the progress of the program.

15.2.8 Promote staff support.

15.2.9 Keep the local board of education informed.

15.2.10 Initiate or approve public relations activities.

15.2.11 Maintain up-to-date information pertaining to available funding for career education.

15.3 SUPERVISORS

The responsibilities of supervisors for administering, implementing, and monitoring career education should include:

15.3.1 Maintaining a staff relationship to all administrators to consistently remind them to deal with all school programs and not identify career education with any existing program

15.3.2 Providing leadership for implementing career education by working with teachers and counselors to establish, understand, and support

15.3.3 Organizing in-service workshops on career education

15.3.4 Collecting and distributing resource materials

15.3.5 Organizing and chairing a steering committee

15.3.6 Developing good communications with the community-business/industry/college and university

15.3.7 Identifying and processing access to community resources

15.3.8 Overseeing the operation and details of any projects such as a goal setting process that may be undertaken

15.3.9 Providing current progress reports to the board of education through the superintendent or appropriate channels

15.3.10 Preparing career education budget to recommend to the superintendent

15.3.11 Evaluating and updating programs

15.3.12 Continuously designing innovative plans and ideas for implementation

15.3.13 Expanding professional growth by continuing educational training and attending professional meetings

15.4 PRINCIPALS

It is imperative that principals accept and endorse the concept of career education. In view of this, it is necessary that principals assume a major responsibility in successfully implementing, in their schools, the local system's career education plan by:

15.4.1 Providing positive career education leadership in the school

15.4.2 Soliciting business, labor, industry, governmental interest, cooperation, and participation for orientation workshops

15.4.3 Conducting orientation workshops for parents, teachers, and students

15.4.4 Scheduling and planning continuous in-service for teachers utilizing the state career education staff

15.4.5 Incorporating career education into each discipline

15.4.6 Developing a "sharing materials bank" with other schools

15.4.7 Providing release time for teachers to visit other schools implementing career education

15.4.8 Developing a community resource file of available resources (human and materials)

15.4.9 Developing an instrument for evaluation of the total school career education program

15.5 COUNSELORS

Counselors will be encouraged to:

15.5.1 Provide sample job applications for all students to learn and feel comfortable with

15.5.2 Conduct group or individual counseling on decision-making

15.5.3 Cooperate with school librarians in buying and keeping needed and current material

15.5.4 Provide a career film to be shown during club (activity period) period once a month

15.5.5 Conduct career day for grade levels as appropriate for the local school

15.5.6 Conduct career fairs to show what visuals are available in the system for teachers to use

15.5.7 Cooperate with systemwide career coordinator to accomplish programs implemented systemwide

15.6 PARENTS

Parents must see the need for and offer their support of the career education program. This could be done in the following ways:

15.6.1 Serve as resource persons

15.6.2 Help organize and supervise field trips

15.6.3 Provide a link to community resources

15.6.4 Support career education through PTO activities

15.6.5 Assist in developing materials

15.7 BUSINESS, INDUSTRY, LABOR, OTHER GOVERNMENTAL AGENCIES

The above agencies will be encouraged to:

15.7.1 Participate in in-service workshops on career education

15.7.2 Provide resources available from business, labor, industry, professional, and governmental agencies that can be used in the classroom

15.7.3 Serve as consultants to the local educational agencies in order to offer suggestions on how the educational community can best meet the supply/demand and needs of the world of work

15.8 INVOLVEMENT OF HOME AND FAMILY

The concept of involvement with the home and family in career education pursuits is closely associated with the goal of early childhood education which says that early childhood education is the creation of healthy attitudes about learning and the building of intellectual capacity to prepare a child for formalized education and career development.

Orientation and involvement of parents about career education will be achieved on a continuous basis through:

15.8.1 Their involvement in the state and local needs assessment.

15.8.2 Involvement as classroom resource personnel

15.8.3 Involvement of educational personnel and parental groups such as PTO in presentations about career education philosophy and concepts

15.8.4 Influencing the children at home about the worth of career education

15.9 SCHOOL BOARD

It is essential that the following kinds of policies be established and placed in operation by local school boards and/or governing boards:

15.9.1 A policy endorsing career education as a vehicle for use in continuing to improve the educational system

15.9.2 A policy endorsing the need for and intent to utilize the personnel and physical resources of the broader community in improving the quality and variety of educational opportunities for students

15.9.3 A policy endorsing the establishment and operation of a Community Career Education Action Council with broad

community representation that would be charged, in part, with making policy recommendations to the school board (governing board)

These three basic policies will provide the framework for the numerous related smaller policy decisions that educational governing bodies will be asked to make in career education. Since refocusing of the education system is the basic goal of career education, it is essential that members of educational governing boards be understanding and supportive of the need for such policies.

15.10 INSTRUCTIONAL MEDIA SPECIALIST

15.10.1 Assist students and teachers in any way possible in their search for career materials

15.10.2 Provide books, paperbacks, school catalogs, and materials on careers which students and teachers may check out of the library

15.10.3 Prepare kits which include tapes, filmstrips, clippings, pictures, and pamphlets on careers which students and teachers may check out of the library

15.10.4 Display a chart featuring clusters

15.10.5 Set up a file in the catalog of career materials for students and teachers. Include subject headings for specific career materials in card catalog

15.10.6 Provide information for field trips, and the names of contact persons; and provide lists of resource people in the community who can be called upon for group interviews. This includes former students

(if possible high school students who are working part-time, senior citizens, business persons, school personnel, etc.)

15.10.7 Provide a bibliography of all career materials which are in the district. This list will include books and paperbacks, both fiction and non-fiction, pamphlets, and audio visuals along with a reminder of materials in the vertical file. As new materials are acquired the list will be updated.

15.10.8 Periodically remind teachers of materials which relate to their grade levels and curriculum areas

15.10.9 Provide a vertical file to include:

15.10.9a Magazine articles, newspaper clippings, pictures, posters, etc. This material is filed by occupational clusters with cross-references.

15.10.9b Idea file for teachers:

- Copies of survey questionnaires which can be duplicated
- Samples of job application forms which can be duplicated
- Forms for interviews
- List of available student-prepared slide and tape occupational programs
- Information on games, simulations, role playing, etc.
- Bulletin board ideas, displays, murals, posters, etc.
- Copies of any materials that teachers have found successful and are willing to share with other

teachers. This might include curriculum guides, teaching units, and specific activities.

15.11 LOCAL CAREER EDUCATION COORDINATORS OR CAREER EDUCATION LEARNING SPECIALISTS

The person(s) identified to assume the major responsibility for the coordination and implementation of career education within each region or education agency have their duties outlined by a job description. Offered here is a composite of qualifications, characteristics, and responsibilities. This sample job description can be adapted for K-12 or postsecondary. The necessary designations which will need to be changed if not K-12 have been put in parentheses for easy reference.

15.11.1 Basic Function

The career education coordinator is responsible for the planning, development, and implementation of a (K-12) career education program enhancing self-awareness, career awareness, career decision-making, planning, preparation, and placement, in accordance with the philosophy, objectives, and policies of the (local education agency) and the State Department of Education.

15.11.2 Special Qualifications of the Position

15.11.2a Required experience or training

- Master's degree with a minimum of (3) three years experience in education

15.11.2b Desired experience or training

- Background in guidance and counseling, supervision, evaluation, teaching experience, administrative experience

15.11.2c Special requirements of the position

. Strong leadership ability, ability to work effectively with others, broad knowledge of (K-12) curriculum, including vocational areas, good public speaking and writing abilities, creative approach to problem solving, ability to organize effectively

15.11.3 General Administrative Responsibilities

15.11.3a Interprets school policies and administrative regulations to administrators and teachers in area of responsibility when serving as a technical consultant

15.11.3b Coordinates the overall program of Career Education, (K-12)

15.11.3c Initiates proposed policies and administrative regulations in areas of responsibility

15.11.3d Plans and writes applications for new and continuing programs in career education

15.11.3e Prepares all necessary state and federal reports for on-going programs of career education

15.11.3f Serves as the system liaison with state and federal offices concerning career education

15.11.3g Works with counterparts at different education levels to develop a pre-K-Adult articulated career education program within the nearby geographic area

15.11.3h Facilitates the functions and utilizes input from Local Advisory Committees for Career Education

15.11.3i Prepares monthly (bi-monthly) news items for career education

15.11.3j Performs other duties as directed by his/her immediate supervisor

15.11.4 Curriculum and Instruction Responsibilities

15.11.4a Initiates and assists in the implementation of workshops and in-service programs for the professional staff in response to expressed needs, and recommends possible in-service courses to principals

15.11.4b Works with the curriculum committees for the purpose of infusing career education with ongoing programs

15.11.4c Supports related student clubs, organizations, and other co-curricular activities

15.11.4d Works with staff in writing courses of study and course outlines and guides, and in making best use of teaching stations

15.11.4e Helps plan and infuse career education in new courses and programs together with principals and staffs involved

15.11.4f Keeps abreast of new developments, teaching techniques, and instructional materials

through professional books and magazines, attending conferences, workshops, and conventions, and affiliating with and participating in professional organizations.

. Acquaints staff with above resources and serves as resource person for other administrators

. Makes professional books and magazines available to staff

. Encourages staff attendance at workshops and conferences

. Obtains resource people from outside the system to present ideas and programs to staff

. Prepares proposals for research, pilot, and demonstration projects

15.11.4g Plans for Resource Speakers, use of specialized facilities or materials, tours, and field trips as necessary.

15.11.5 Budget and Fiscal Responsibilities

15.11.5a Assists the business office in the preparation of necessary financial reports for career education

15.11.5b Assists other administrators with budget preparation and financial accountability

15.11.6 Community Relations Responsibilities

15.11.6a Interprets programs to the public and solicits community support

15.11.6b Encourages and expands school-community cooperation and utilization of community resources for the Career Education program

15.11.6c Coordinates school-community collaborative efforts in the delivery of career education

15.11.6d Cooperates with other school systems engaged in a consortium career education program

16.0 OUTCOMES EXPECTED

This plan for career education in Alabama seeks to fuse the teaching/learning process with the career development process in ways that will make education as preparation for work, a major goal of all who teach and of all who learn. It does not call for new buildings but it does call for all educators, counselors, administrators, curriculum specialists, teachers, supervisory personnel, and business, labor, industry, professional, governmental, and community leaders to infuse the concepts of career education into their operational programs.

16.0.1 The expected outcomes of implementing the aforementioned objectives and activities for career education will benefit the students of Alabama in the following manner:

16.0.1a Students will leave our education system with sufficient basic skills to adapt to today's rapidly changing society.

16.0.1b Students will see a meaningful relationship between what they are being asked to learn in school and what they will do when they leave the educational system.

16.0.1c Career education will meet the needs of students who leave the educational system at any time.

16.0.1d Career education will keep pace with the rapidity of change (skills needed) in a technological society.

16.0.1e Students will be equipped with the academic, vocational, self-understanding, career

decision-making skills, and work attitudes necessary for making the successful transition from school to work.

16.0.1f Female students will be prepared to pursue careers of their choice.

16.0.1g Career education will be continuous from kindergarten through adulthood.

16.0.1h The public will be given a meaningful role in the education process.

16.0.1i Career education needs of minority, disadvantaged, and gifted and talented students will be met.

16.0.1j Students will make worthy use of leisure time.

16.0.2 It is anticipated that the outcomes of the implementation of comprehensive state and local plans for career education will be:

16.0.2a The continuation of state leadership in career education

16.0.2b Trained personnel at the state level to assist local school districts to develop, implement, and expand career education

16.0.2c Maximum utilization of career education resources

16.0.2d A valuable collection of assessments and evaluation data to make meaningful updates in the state's career education plan

16.0.2e A way of developing advanced career education strategies which enhance the career education efforts within the state

16.0.2f A way of developing advance career education strategies which enhance the career education efforts within the state

16.0.2g A method of documenting cost data for career education

16.0.2h A way to coordinate the total career education effort within the state

16.0.2i Concrete methods by which local school districts conduct needs assessments

16.0.2j Concrete methods by which local school districts can evaluate the effectiveness of their career education programs

16.0.2k A coordinated five-year plan which determines and prioritizes the development and implementation of curriculum and educational personnel, including guidance counselors' training needs

16.0.2l Guidelines for school districts to provide learning experiences for students outside of the school building

16.0.2m Guidelines for which the family structure can become meaningfully involved in career education

16.0.2n Ways and means in which business, labor, industry, professions, government, and community can become meaningfully involved in career education

16.0.2o Delineation of the resources available from business, labor, industry, professional, and governmental agencies that can be used in the classroom

16.0.2p : Expansion of career opportunities and programs for special groups over the next five years in a logical and planned manner[2]

[2]USOE, Policy Paper, 1975.